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ABSTRACT

Intended for language arts teachers, this resource guide contains general goals for a language arts curriculum for kindergarten through grade 12, objectives for varying school levels, learning activities, and selected resources designed for a wide range of student abilities. Sections of the guide focus on listening, speaking, reading, writing, and thinking, as well as the application of mass media to language arts. The major portion of the guide contains activities, divided into sections for kindergarten, lower elementary, upper elementary, lower secondary, and upper secondary levels. The guide concludes with illustrations and examples that complement the activities. (HTH)

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Language Arts

A Wide Spectrum Of Ideas

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Foreword

The Language Arts Spectrum of Ideas is a book for language arts teachers. It contains objectives and activities for students in kindergarten through twelfth grades. Although the material is organized into five general divisions, the Oklahoma State Department of Education recognizes that these divisions vary according to the individual school system.

It is hoped that this resource material will enhance the teaching of language arts by providing the classroom teacher with concrete, practical ideas which have been used by Oklahoma teachers. The materials work best when used as described; however, each teacher can make adjustments to fulfill the individual student needs and abilities.

The Spectrum of Ideas can be a great help to administrators and teachers concerned with the improvement of the language arts program within the school.

Leslie Fisher
State Superintendent of
Public Instruction

Philosophy

Language is a medium to all learning; therefore, language arts skills are basic to education. Language arts areas include thinking, listening, reading, writing and speaking. Effective communication through the integration of grammar, writing, and literature is a fundamental goal.

The teaching of language arts skills addresses student needs and abilities in all areas of life. However, the education of children is not the exclusive province of the school, but should be a joint effort of the school, home, and community.

This resource material provides general goals for a language arts curriculum in kindergarten through twelfth, objectives for varying school levels, learning activities, and selected resources designed for a wide range of student abilities. It is the hope of the Oklahoma State Department of Education and the principal developers that classroom teachers will find Spectrum of Ideas a worthwhile resource as they work to enrich their students' experiences in the language arts.

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Powell, Glenda	Sullivan Village Elementary	Lawton
Price, Peggy	Duncan High	Duncan
Puett, Glenda	Jefferson Elementary	Norman
Purser, Diana	Putnam City West	Putnam City
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Reese, Sarah	Jackson Elementary	Norman
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LANGUAGE ARTS

The major goals of this language arts resource publication separate the teaching strands. Yet, in actual classroom application they are interrelated and are not independent categories.

I. Listening

  A. Reception
  B. Processing

II. Speaking

  A. Development of confidence
  B. Communication of ideas
  C. Sense of audience

III. Reading*

  A. Knowledge of great literature of mankind
  B. Expansion of vocabulary (connotation and denotation)
  C. Reading for pleasure
  D. Literal and interpretive comprehension

IV. Writing

  A. Integration of grammar, composition, and literature
  B. Legible penmanship
  C. Spelling proficiency

V. Thinking Skill

  A. Application
  B. Analysis
  C. Synthesis
  D. Evaluation

VI. Application of mass media to language arts
  A. Critical and evaluative skills
  B. Art forms
  C. Educational resources

*See the Reading Sampler; State Department of Education; 1981 for developmental reading skills K-12, which covers word analysis, comprehension, and study skills.

See Beginnings (Early Childhood Education in Oklahoma, Pre-kindergarten through Second Grade); State Department of Education; 1981 for an indepth format of the kindergarten guidelines.

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Kindergarten

Objectives	Resources
1. Demonstrates a positive self-concept	* * * 1.2 Paper, pencil, crayons, paste, magazines, old workbooks, and catalogues
* * *	* * *
2. Exhibits adequate attention span	* * * 2.2 Print/Pictures in Children's Literature, University of Oklahoma Education Workshop #5940 Whose Mouse Are You?; Robert Kraus, Jose Aruego Leo the Late Bloomer; Robert Kraus, Jose Aruego * * * 2.3 Song "Had a Bird" Baritone Ukelele * * *

Activities

KINDERGARTEN

1.1 Fingerplays

* * *

1.2 Write a "Me" book, writing first and last name, including foot and hand print, family portraits, and other drawings.

Lenora Thorsen

* * *

2.1 Follow directions as given by the teacher. Begin with one command. Ask the child to repeat the command before executing it. Later, increase the number of commands to two, three, and finally four.

Sand Springs Kindergarten

* * *

2.2 Have the students compare the illustrations in the left and right hands considering such elements as kinds of animals, size of illustration, color, facial expressions, and amount of illustrations per page. Give each child a sheet of drawing paper and let him/her create different kinds of animals for the stories that are read. Use magic markers.

Nolene Conner

* * *

2.3 The song "Had a Bird" is started with the first verse with the bird, second verse with the cat, third verse with the dog. The children will then select their own animals, i.e., horse, cow, turkey, moose, etc. Each time the song will vary after the third verse. Each time a new animal is introduced, the animals and sounds will be repeated backwards.

Margaret Pape

* * *

Objectives

3. Uses language arts skills to tell stories, relates personal experiences, and listens to others

* * *

4. Participates in group activities

* * *

5. Expresses a positive attitude toward learning and school

* * *

Resources

3.1 A 35 mm camera, film, butcher paper for props

* * *

3.2 Where the Wild Things Are by Maurice Sendak (book and Weston Woods filmstrip with cassette)

* * *

* * *

* * *

* * *

* * *

* * *

* * *

* * *

Activities

KINDERGARTEN

3.1 Choose two of the more capable students who have told the teacher the story of Cinderella. Then, divide the story into scenes. The children will make all the necessary props such as mice, horses, a carriage, and a clock. Use a 35 mm camera to take the slides. A student director is chosen who helps set up the scenes. Two students who are good readers tape the story to go along with the slides.

Paula CLarke

* * *

3.2 Share Where the Wild Things Are with the children. Read the book and show the filmstrip. Do a play using the cassette for background. The children will perform, wearing masks of the Wild Things. Masks can be made with large paper bags. Children use paint, construction paper, and yarn to make horns, noses, teeth, and hair for the masks. One child will be Max and will make a wolf costume.

Catherine Carter

* * *

3.3 Play add-on games. (I went to the zoo and saw an elephant. I went to the zoo and saw an elephant and a tiger...etc.)

Sand Springs Kindergarten

* * *

3.4. Ask the following questions to help the child recall familiar sounds:

What sound does a big dog make?
What sound does a giant make?
What sound does a puppy make?
What sound does a mosquito make?

* * *

4.1 See K 3.3

* * *

4.2 Begin a story and allow each child to contribute an episode. This can be used for either original stories or for familiar stories the children already know.

Barbara Moore

* * *

5.1 Play "Simon Says."

* * *

5.2 Fingerplays

* * *

5.3 Discussion or Role Play on School Helpers.

* * *

Objectives	Resources
6. Recites addresses, phone numbers, and birthday	* * *
	* * *
7. Recognizes basic shapes and colors	7.1 For every two children supply: 3 tote trays or plastic dish pans, 1 small pitcher of water, 1 egg carton with the bottom cut in half, 6 eye droppers, 3 small baby food jars, and red, yellow, and blue food coloring
	* * *
	7.2 The basic song "My Name is Michael" (see Exhibit K 7.2), pictures (optional, but preferred) of stories, locations, shapes, or whatever the subject is See Exhibit K 7.2
* * *	* * *
8. Names days of the week	
* * *	* * *
9. Identifies left and right	* * *
	* * *
* * *	* * *

6.1 Echo Game: Repeat after teacher.

* * *

6.2 Role Play: Invite a friend over to your house.

* * *

7.1 Each child has his own tote tray with an egg carton inside. The tote tray will catch the spills. He/she fills the egg sections with water from the pitcher. The baby food jars have been filled with tinted water of red, yellow, and blue. The children use the eye droppers to drop different colors from the jars into their egg cartons to make new colors. When they are finished, they can pour their colored water into the third tote tray and begin again, if desired.

Noelene Conner

* * *

7.2 This activity can be used at the beginning of the year to introduce the students and allow them to express their individual interests. They substitute their names for "Michael" and fill in what they would buy for a nickel, instead of candy. For classification activities, preface the song with a statement about the kind of store that will be visited, such as the grocery story, bakery, toy store, pet shop, clothing store, etc. Use pictures, if available. Each child can spend his/her nickel on an appropriate item from that category. By changing the opening statement, it can be structured to help the students to learn to classify by color (Let's buy red things today.), size, shape, texture, taste, sound, location (farm, city, etc.), and function (machines, things that we ride, etc.). Once the students have learned the basic song, it can be a fun and effective reinforcement for many learning tasks.

Susan Bowen

* * *

8.1 Discuss what day it is today. Ask if anyone knows other days of the week. Write the days in order on the chalkboard. Discuss what the children do on particular days. Have seven children stand in a row, and beginning at the left, have the first child name Sunday, the next child Monday, etc. until the end of the line is reached.

Juanette Jones

* * *

9.1 Play "Simon Says" with many tasks using a left-right discrimination.

* * *

9.2 Display a chart with symbols (letters, objects, designs). Give each child a different symbol and have him/her match it to the chart.

Sand Springs Kindergarten

* * *

9.3 See K 2.2

* * *

Objectives	Resources
10. Explains opposites * * *	* * * * * *
11. Recites alphabet in sequence * * *	* * * * * *
12. Recognizes letters out of sequence * * *	* * *
13. Writes letters of the alphabet * * *	13.1 Paper, pencil, crayons, paste, magazines, old workbooks, catalogues * * *
14. Writes first and last name in manuscript * * *	* * * * * *
15. Practices left to right progression * * *	15.1 Simple picture book (The Three Bears, Red Riding Hood, etc.) * * * * * *

Activities KINDERGARTEN

10.1 Have students find pictures expressing opposites (happy-sad, black-white, etc.).
Create a bulletin board display.

* * *

10.2 Play "Simon Says" with opposites.

* * *

11.1 Alphabet Song.

* * *

11.2 Have students recite alphabet as a group and individually.

* * *

12.1 Say the name of a letter. Ask the children to repeat the letter as the correct symbol is shown. Later, say two letters and have the children recite them in correct sequence. Increase the number from two to three or four letters.

* * *

13.1 Make a giant alphabet book. Use 12" X 12" sheets of tag board for the pages. Write a small and a capital A on one page, a small a and a capital B on the back. Make pages for each letter. Punch holes in the board and bind between decorated covers (wallpaper samples make bright decorations). Invite the children to bring very small objects or pictures. Starting with the first page, read the letter to the class. If any objects or pictures begin with the letter, glue or tape them on the page. Have the children help identify the items. Put the book in a special place where the children can "read" it independently.

Sand Springs Kindergarten

* * *

14.1 Students write their names on cards to be used on their desks for open house.

* * *

14.2 Students write their own name tag when the class entertains visitors.

* * *

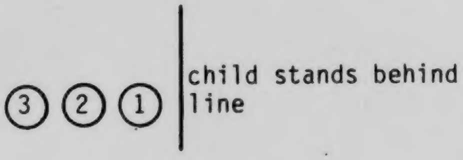
15.1 Have the child tell a story from the pictures in the book, using left to right sequence.

* * *

15.2 The student interprets three and four part picture stories, as he/she places these pictures in the correct sequential order in a pocket chart. Another student studies the three or four parts of the story and places them in the correct order in the pocket chart. He/she then turns the pictures over and self-checks.

Jean Jackson

* * *

Objectives	**Resources**
16. Recognizes and writes numerals 1 - 20	16.1 Three bicycle innertubes, cards with numbers, yarn ball or bean bag, pencil and paper 
* * *	* * *
17. Distinguishes between selling and informing in the media	
* * *	* * *
18. Distinguishes between fact and fantasy in the media	
* * *	* * *

Activities KINDERGARTEN

16.1 The child will take 3 tosses of a yarn ball to try to get the ball to stay inside the innertube. The teacher may ask the child to tell the number he/she has. "MY number is 3." Then, if the child knows it, the number can be written down. After the next turn, the child could add his/her two numbers to keep a total. This is a game in which many children can participate on their developmental level.

Dictate a series of numbers (letters) and have the children write them.

Margaret Pape

* * *

17.1 The teacher can add interest in rhyming words by saying simple two-line jingles about children in the class.

Example:	Tom is a nice boy. He has a new toy.	Kay sang to the wren. She loves to feed the hen.

Ask the children if they heard two words that sounded alike.

Sand Springs Kindergarten

* * *

18.1 Talk about cartoon characters. Discuss whether animals can really talk or perform some of the actions that are seen on T.V. programs.

* * *

For an indepth format of the kindergarten guidelines, see Beginnings (Early Childhood Education in Oklahoma, Pre-kindergarten through Second Grade), State Department of Education, 1981.

Lower Elementary

Objectives	Resources
1. Demonstrates a positive self-concept	1.1 Basic letter writing instructions from Language Book
	* * *
	1.2 Bulletin board, white construction paper
* * *	* * *
2. Listens for enjoyment, information, and direction	
	* * *
	2.2 Mother Goose Rhymes

(continued)

Activities LOWER ELEMENTARY

1.1 After skill instruction, take one child at a time (perhaps alphabetically), and let that person have a "special day" for letters. On the person's special day, have everyone in the class write a letter to him/her, telling something they like about that person. All of the letters should be collected and checked for form and content and then given to the special child at the end of the day. This will take as many days as there are children in the class.

Glenda Puett

* * *

1.2 Make one large light bulb shape and print "YOU LIGHT UP MY LIFE" on it. Make individual bulbs for each student. Write a welcome note (beginning of year) or a farewell note (end of year) to each child on the individual bulbs. Place these on the bulletin board surrounding the large bulb.

Suzette Batson

* * *

2.1 While passing out papers to the class, give the number of papers for that particular row to the person in the first seat along with the instructions: "Pass 5 papers to your left," or "Pass 5 papers to your right."

If the papers are given to the second, third, or fourth person in the row, give the directions:

"Pass 4 papers to your left and 1 paper to your right,"
"Pass 3 papers to your left and 2 papers to your right,"
"Pass 2 papers to your left and 3 papers to your right."

Maria Ozment

* * *

2.2 A jingle is a piece of verse composed of like sounds, such as in rhyme or alliteration, without particular regard for sense. Mother Goose is an excellent source of jingles, especially for primary children.

MODELS

Mary saw the cat
By the hat.

The yellow and black bee
Was buzzing in the tree.

I like to play
All the day.

Johnnie wanted to turn and hide
So he wouldn't have to take a ride.

Background: The children should have had many nursery rhymes read to them. They need to know what rhyming words are.

Introduction: Read the jingles listed as models; have the children tell what the rhyming words are in each jingle.

(continued)

Objectives

2. (Cont.) Listens for enjoyment, information, and direction

* * *

Resources

2.2 (Cont.) Mother Goose Rhymes

* * *

2.3 Construction paper, glue, scissors, crayons, and pencils

* * *

2.4 Chalk, chalkboard, plastic drinking straws

* * *

2.2 (Cont.) Discussion: The children can give additional rhyming words that will fit each jingle. Have them substitute their own words for those underlined in the models.

The children can substitute rhyming words for those underlined in the following familiar nursery rhymes:

Jack and Jill Went up the mountain.	Mary, Mary Quite difficult.

Follow-up: Older children and adept younger children may wish to develop these skills further by using the Limerick verse form.

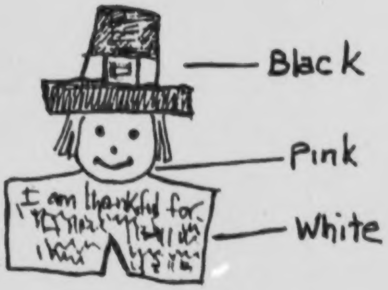
Tips: Use as a complete listening experience (no writing).
Do not write the jingles or the rhyming words on the chalkboard.
Play this game for a short period of time with some regularity.
Use familiar nursery rhymes.
As other jingles come to mind with easy-to-rhyme last words, jot them on a piece of paper and place them in an envelope.

Constance Davis

* * *

2.3 Children make the bust of a pilgrim (directions for making each part are given by the teacher). Then give the pilgrim a personality by coloring face, hair, etc. Next write about "what we are thankful for" on the collar.

This makes a very nice holiday display, incorporating both art and language arts.



Moen Hayes

* * *

2.4 Use brainstorming to generate a variety of ideas and encourage listening. Give each child a plastic drinking straw and ask him/her to think of as many uses for it as possible. List all ideas offered on the chalkboard, and classify them through class discussion. Categories might be "Building," "Tools," "Toys," etc.

Barbara Moore

* * *

Objectives	Resources
3. Contributes to discussion	3.1 Objects brought to school for sharing
	* * *
	3.2 List of topics for discussion
	* * *
* * *	* * *

Activities

LOWER ELEMENTARY

3.1 Show and Tell - Give the talk a special focus by directing students to bring, on different occasions, something that

1) has a good story behind it
2) they made or grew
3) means a great deal to them
4) moves or works in a funny or interesting way

This allows speakers to talk about a familiar or loved object that they feel they know more about than the audience. The subject is found, sustained, and organized with this approach.

Suzette Batson

* * *

3.2 Magic Circle - Have the entire class (or a small group) sit in a circle and discuss a subject chosen by the teacher or the group. Occasionally, one child is asked to repeat what another has just said.

This checks listening ability and encourages shy students to participate.

Suzette Batson

* * *

3.3 "Animal Interview"

First Day: Have students choose an animal that interests them and find out as much as possible about it. They should write notes based on observation and use of the encyclopedia. Habits, diet, enemies, relatives, and usefulness to man should be included in the interview.

Second Day: Ask students to pretend the animal can talk and write what the animal would say, using their notes. This can be humorous or informative.

Third Day: Students present their interviews to the class.

* * *

Objectives	Resources
4. Memorizes and recites short nursery rhymes, songs, or poems	4.1 Ditto copies of nursery rhymes
	* * *
	4.2 Laotian student, German song
	* * *
	4.3 Drawing paper, pencils, tablet paper, collection of poems
* * *	* * *

Activities

LOWER ELEMENTARY

4.1 Use nursery rhymes such as "Humpty-Dumpty," "Jack-be-Nimble," and "Mary, Mary." Speak rhythmically 6/8 time. Compose body sounds to transfer the words to sounds, then transfer sounds to instruments. Make a rondo -

Humpty Dumpty

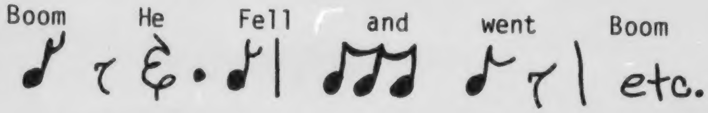
Jack Be Nimble

Humpty Dumpty

Mary, Mary

Humpty Dumpty

Try all three at the same time. Add an ostinato to Humpty Dumpty to vary it...such as



Patty Smith

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4.2 Learn to sing a song "All My Little Ducklings" in German. Then talk about not understanding the words or meaning. Compare this to Soua's problem of understanding English. Then learn the English words.

A good follow-up would be to teach the song in Laotian.

Carol Johnson

* * *

4.3 Write a poem on the chalkboard for students to copy, and, using simple shapes, demonstrate drawings to illustrate the poem.

A collection of the poems and drawings may be stapled together to form a booklet on a particular subject, i.e., "The Farm," "America," "Spring," "Winter," "Fall," etc.

Poems may be found in books or the class may be able to write their own.

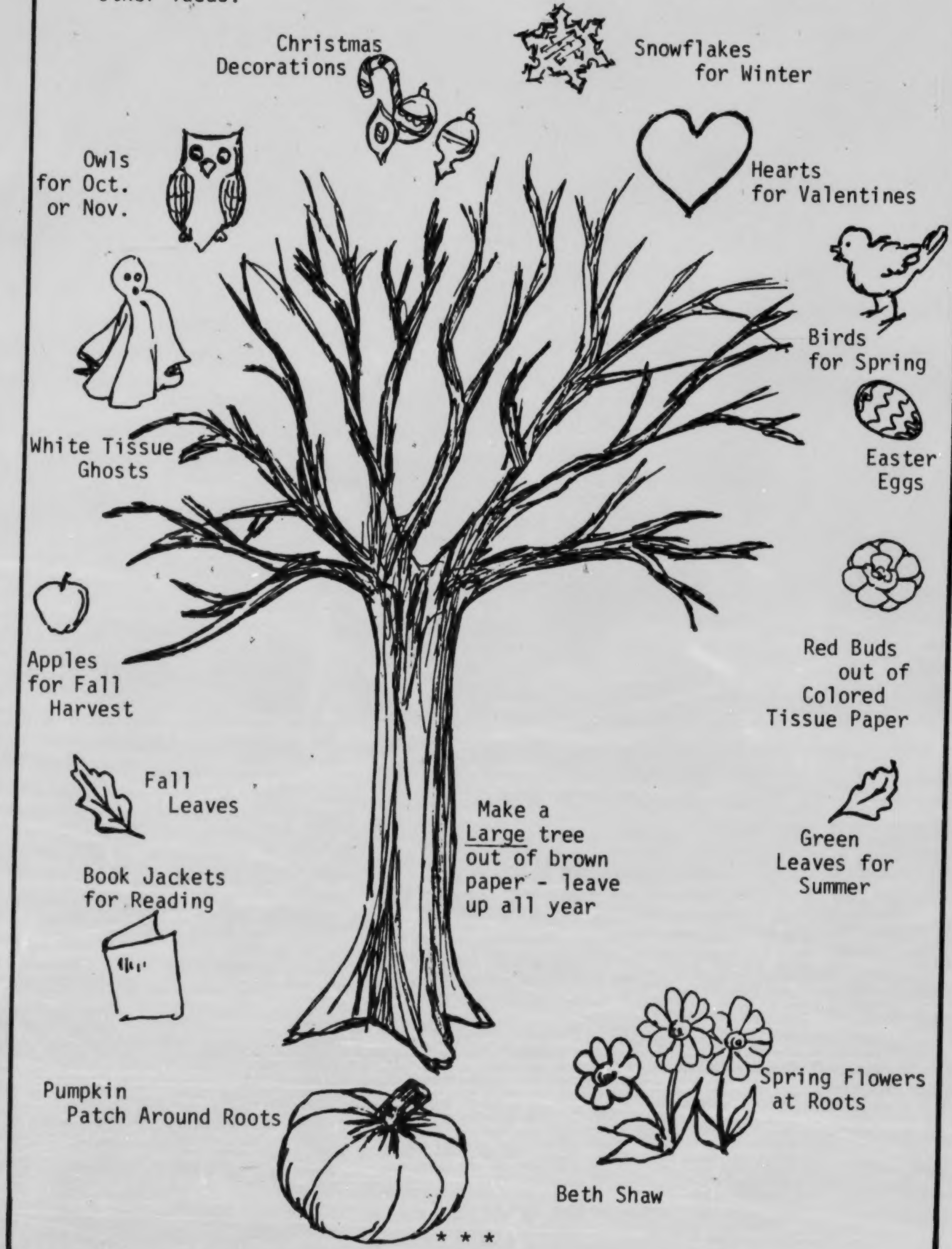
* * *

Objectives	Resources
5. Follow oral directions	5.1 Seasonal cutouts, construction paper tree, stapler

* * *

Activities LOWER ELEMENTARY

5.1 For the year-round bulletin board, an Art Tree in your area offers many possibilities. Children can decorate the tree with these and other ideas.



Christmas Decorations

Snowflakes for Winter

Owls for Oct. or Nov.

Hearts for Valentines

Birds for Spring

White Tissue Ghosts

Easter Eggs

Apples for Fall Harvest

Red Buds out of Colored Tissue Paper

Fall Leaves

Make a Large tree out of brown paper - leave up all year

Green Leaves for Summer

Book Jackets for Reading

Pumpkin Patch Around Roots

Spring Flowers at Roots

Beth Shaw

* * *

Objectives	Resources
5. (Cont.) Follows oral directions	5.2 Napkins, glue, white paper (6" strip) Chart tablet for recipe and experience story 9" x 13" construction paper "Gingerbread Boy" story Ingredients for recipe
* * *	* * *
6. Writes all letters of alphabet	6.1 Letters for each child to cut out Pencil Paper
* * *	* * *
7. Writes numerals 1 - 100	7.1 Grid paper, chart showing numbers 1 - 100 with "tens" aligned
* * *	* * *

5.2 Day 1 -Gingerbread Boy story is read to the class. Chef hats are made using directions printed on a chart. Plans are discussed for the baking of a gingerbread boy.

(Using a gingerbread cookie recipe, the students mix all ingredients and pat the dough into the shape of a 2' gingerbread man. Borrow a large pan from the school cafeteria.)

Day 2 -The teacher brings ingredients and makes arrangements to bake a gingerbread boy in school cafeteria oven. Bake him in the morning and do not go back to get him until after lunch. Of course, when the class goes to get him, he is missing. But the cafeteria cook has a note for the students to read. The notes that are written on the construction paper, must be made and given to all school workers in your building. (First note says, "I have run away, look for me in the principal's office.") Make as many signs as desired and tell each person to tell the children about their jobs when the students come to them on their search for the lost gingerbread boy. (The last message should say, "Look for me in your room.") When the class finally finds the gingerbread boy, they eat him!

Day 3 -The gingerbread boy adventure is discussed and the class composes and illustrates an experience story. According to the class's penmanship skills, the story may be used in writing class.

The student may role-play the gingerbread boy story in a puppet show.

* * *

6.1 As each letter is introduced, have it cut out, traced, and written by the student. Cutting out letters teaches the shapes kinesthetically. Beginners might make two or three letters at a time. These should be kept in individual bags to be used to make words when the time comes.

Suzette Batson

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7.1 Children first count orally from 1 - 100 using math chart. Afterwards they are given the grid paper to copy numbers from 1 - 100. Later assignment is done on grid paper without using the chart or any other math material illustrating numbers from 1 - 100.

The children enjoy doing this activity and are eager to go further. First year writes numbers up to 1,000.

Mabelene Jackson

* * *

Objectives	Resources
8. Writes a simple statement with simple questions	8.1 Newspapers, magazines
	* * *
	8.2 Newspapers, magazines, paste, scissors, pencil, paper
	* * *
	8.3 Ditto sheet for each child
	* * *

Activities LOWER ELEMENTARY

8.1 Children cut out a few words they can sound out independently. They are asked to think of a sentence that uses one of their words. They write their sentence on paper. When they get to the word in the sentence that has been cut from the newspaper or magazine, they paste it on the line and continue to write the rest of the sentence. Since first graders can correctly spell very few words, the children use their sounding-out ability to write unknown words. We don't concern ourselves with correct spelling in this endeavor, but are trying to put our thoughts down on paper. The children are required to begin with a capital letter and end with a period or question mark.

This language arts activity is good for a group with great differences in ability. A child having difficulty writing his/her thoughts might complete one sentence, while more able children write several sentences.

Frances Searcey

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8.2 Sentence Writing

Writing sentences using a word cut out of a newspaper or magazine is one of our main writing activities. This idea was passed on to me years ago and it has proven to be a valuable teaching tool. The children find words containing blend, digraph, spelling, etc., that we are currently learning. Sentence writing is learned as the child writes his/her "thoughts" using his/her own phonetic spelling.

Frances Searcey

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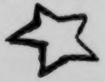
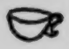
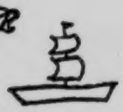
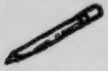
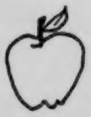
8.3 Teach your first graders to read the first day. It makes parents ecstatic. Make a ditto with sentences such as:

1. See the 
2. See the 
3. See the 

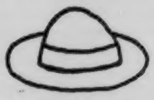
The second day, add the word "I" to the sentences.

1. I see the 

Add "can" to the sentences.

1. I can see the 

Add color words to the sentences and children then can color the objects.

1. I can see the blue 

(See Exhibit LE 8.3)

* * *

Objectives	Resources
8. (Cont.) Writes a simple statement and simple questions	8.4 Ditto sheets
* * *	* * *
9. Recognizes a sentence	9.1 Pencil, paper
	9.2 Posterboard, magic markers
* * *	* * *

8.4 Give each child a ditto sheet with five answers and five questions. Leave a blank after each answer so that an appropriate question may be written. Example: For the answer "Feathers," the child might write the question "What do birds wear?"

Leave blanks after the questions for the child to write an answer in the form of a statement. Example: For the question, "What is in a balloon?" the child might write, "Air is in a balloon."

Barbara Moore

* * *

9.1 The exercise using sentences or words from the reading lesson may be duplicated, written on the chalkboard, or printed on strips or cards for individual activities.

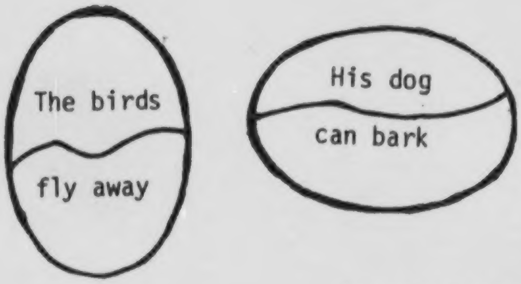
EXAMPLE:

A.	B.
a. We write.......	1. in the air.
b. Bread is baked.......	2. on a tree.
c. Birds fly.......	3. with a pencil.
d. Snow falls.......	4. in an oven, etc.

Suzette Batson

* * *

9.2 Across each of twenty 3X4 inch ovals, draw an irregular line lengthwise with the subject of a sentence above the line and the predicate on the lower half. These sentences contain words that the children encounter in their reading. These parts, together with the directions for using and the key, are stored in a labeled box. The child is to match the subject and predicate. After all parts have been matched, the child may read the sentences. Stories can also be made from these sentences.



Suzette Batson

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Objectives

10. Recognizes and writes the days of the weeks and months of the year

* * *

Resources

10.1 Creative Growth and Handwriting, Grade 2, Zaner Bloser, Inc., 1975

* * *

10.2 Pencil, paper

10.3 Engine and box car shapes drawn on 8-1/4" x 11" construction paper
Felt tip pen
Large envelope

* * *

* * *

Activities LOWER ELEMENTARY

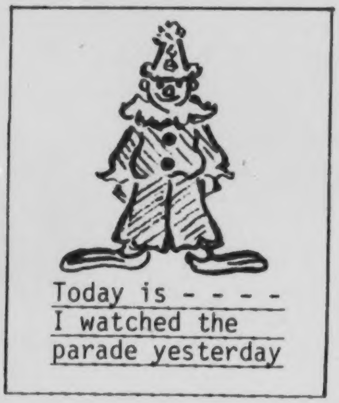
10.1 Spend about 1 week on each of the phases, days of the week and months of the year. List them in the room; listen to and write the poems on the months. Do the handwriting lessons listed. Recite the days of the week for a week and then the months of the year for a week. Teach them the knuckle game for learning the months of the year and how many days there are. Play the game on "Seasons"; show pictures of different months and play Bingo by covering up the season that the month goes with. For example, a Valentine party, February- winter. Most students learn the days of the week and the months of the year in order doing these activities.

Roma Cox

* * *

10.2 Each child must read the calendar and tell what the day, month, date, and year are. We each have an opportunity to write one sentence (teacher writes what child dictates) which is their "News." The child draws a picture which correlates with the sentence. The last step is to help each child read the print for their own experienced news.

Mary Carter



* * *

10.3 When the class is learning the days of the week or months, the teacher can make a game of cut-out train shapes. The days of the week or months are written on the separate train shapes. When the train sets are given to the students, they must come to the front of the classroom and arrange themselves in the correct order. Of course, the engine will lead the train. When the train is completed, the students may "chug-chug" around the room.

If these game pieces are mounted on a heavier paper and laminated, the game will be more durable. These games can also be used independently by one student.

* * *

10.4 Each day have one child write the day of the week and the date on the chalkboard.

* * *

Objectives	Resources
11. Identifies rhyming words	11.1 Color-coded folders decorated according to season Pairs of words written on folders related to season
	* * *
	11.2 Copy of Aesop's Fables
	* * *
	11.3 Chalk, chalkboard
* * *	* * *
12. Identifies words with same/opposite meaning	12.1 Poster or tab board cut to desired size
	* * *

11.1 1) Children will work in pairs or groups of three.
2) They take all of the construction strips containing the matching words and turn them all face down.
3) Player #1 begins by choosing pairs of construction paper with the intention of getting a match or so-called "Book of Words." If the player succeeds, he/she gains another turn; if not successful, the opponent takes the turn. The object of the game is to get as many books as one can. Then, with the books gained at the end, sentences are to be made using the given words. These are then dictated to the class by the teacher.

Elizabeth Zerboni

* * *

11.2 Each morning read a fable to the class without telling them the moral. At the end of the day read it again. Now, the class submits morals. Discuss them and decide which one is closest to the real one. Their ideas are often correct.

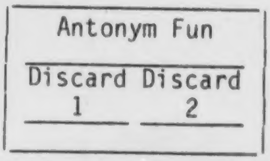
Janet Hoy

* * *

11.3 Divide the class into two teams and have a "Rhyming Bee." The teacher writes a word on the board. A student from team I writes a rhyming word beneath it. When a student fails to find a rhyme, the word is then offered to the opposite team. The team with the last undefeated person wins.

* * *

12.1 Game-Antonym



1) Make set of cards of different antonyms
2) Deal out cards to players
3) First player puts down one card
4) Player who has the antonym plays it, then plays a new card
5) Player with antonym plays it, etc.
6) Player who uses all of his/her cards first wins.

(have an answer sheet to check answers)

Deborah Jones

* * *

Objectives	Resources
12. (Cont.) Identifies words with the same/opposite meaning	12.2 See Activities For Learning by Selma E. Werr
	* * *
	12.3 Plymouth Chart Twenty 3" x 6" oak tag cards
	* * *
	12.4 Word Cards Tiny Jack-o'-Lantern or other seasonal object made of construction paper
* * *	* * *
13. Recognizes and uses capital/lower case letters	13.1 See Exhibit LE 13.1
* * *	* * *
14. Recognizes and writes name in manuscript/cursive	14.1 Construction paper, Magic Marker
* * *	* * *
15. Forms and spaces letters/words in manuscript/cursive	15.1 Spice series: A handbook of classroom ideas to motivate the Primary Language arts: Educational Services 1973, p. 206. Primary paper Pencils
* * *	* * *

Activities

12.2 A list of words, similar to the example below, is made. If the words mean the same, the children write "S"; if they have opposite meanings, they write "O." This is a good way to learn the meaning of the new words in the reading lesson.

Example:
a. strong----------------weak
b. late------------------early
c. slow------------------fast

* * *

12.3 Make ten pairs of opposites on oak tag cards. Place one group (10) down one side of the chart and have students match the opposites. These words can then be used in sentences by entire group.

Johnnie Ward

* * *

12.4 Place the word cards on a chart holder or chalkboard tray. Have the children close their eyes. The teacher will then hide the jack-o'-lantern behind one of the cards. The children then open their eyes and begin taking turns guessing the location of the jack-o'-lantern. They must say the word aloud before getting to peek behind the card. The child who finds the jack-o'-lantern gets the first turn at guessing the next time the game is played.

Kay Butler

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13.1 Use a mask, character, or object to pull word slides through for children to read. Be sure all words are written by same person or typed so that they cannot be memorized. Also make more than one slide with the same words but different word order.

Laminate one set for a classroom game and send a set home with each child on plain duplicating paper for home practice.

Winona Brown

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14.1 Make name tags for each child with his/her name written in both manuscript and cursive. Use seasonal themes (leaves, pumpkins, etc.).

These can also be attached to "art tree," see LE 5.1

Barbara Moore

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15.1 Read and do "The Story of Nixi" as a whole group activity with the teacher demonstrating at the chalkboard. Afterwards, allow children to illustrate on art paper. Children respond well to this activity.

P. Lawson

* * *

Objectives	Resources
16. Understands and uses simple punctuation, progressing from period, comma, question marks, and exclamation mark	16.1 Tag board strips Small magnetic strip pieces Glue Magnetic Board Zip-Loc plastic bags or envelopes
* * *	* * *
17. Does basic alphabetizing by first/second letter	17.1 Phone book, names of students in group * * * 17.2 Dictionary, miscellaneous guide words, and words from the dictionary printed on construction paper (cut paper in shapes to match words when possible)
* * *	* * *
18. Recognizes and forms compound words	18.1 Oak tag word cards Plymouth Chart 18.2 See Exhibit LE 18.2 for illustration 4-1/2" x 11" manila paper, crayons, pencils
* * *	* * *

Activities LOWER ELEMENTARY

16.1 Using the student's reading vocabulary, the teacher will write sentences on individual word cards. Students arrange the magnetic cards on the magnetic board until a complete sentence is formed. The sentence is read aloud, and the correct punctuation card is added.

This activity can be used with the entire class or placed in a language arts center for individual use. A self-checking key can be used on the back of cards for independent study. The sentence cards can be stored in plastic bags or envelopes.

* * *

17.1 1) Discuss how names are listed in the phone book.

2) Discuss what happens when names begin with the same letter.

3) Decide how names beginning with the same letter must be alphabetized.

4) Alphabetize names of students in the group.

Judy Young

* * *

17.2 Guide words were placed in pairs around the area. Each child was given a word that would fit between one set of guide words. The children moved to the place their words fit and explained why they were there.

The activity is a good introduction to the unit. It may be a little difficult for some of the lower ability children, and works best with average and above.

Billie Jean Carlsen

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18.1 Short sight words are written on sentence strip oak tag and placed on a plymouth chart. The individual child (or a team of two) moves the known cards to form new words. He/she writes them on paper and makes a picture of the new object.

Beth Wilkinson

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18.2 Children fold their papers as illustrated in Exhibit LE 18.2. On the first outside flap, they print the first word in their compound word (example: "butter"), and on the opposite flap, they print the second word of the compound ("fly"). On each flap, the children illustrate the chosen word. On the inside, the words are combined to create a compound ("butterfly"), which is also illustrated.

Sue Adair

* * *

Objectives	Resources
19. Recognizes likenesses and differences in sounds (initial, medial, and final position)	19.1 Chalk, chalkboard, 8-1/2" x 11" paper
	19.2 List of spelling words without vowels (ditto copies), spelling text
	* * *
	19.3 Clay for each child
	* * *
	19.4 Chalk, chalkboard
	* * *

Activities
LOWER ELEMENTARY

19.1 Choose a cluster of sounds, a blend, vowel, or consonant sound to be reinforced. Have the class brainstorm words and write on board. Discuss meaning of the words and use in a sentence. The children then choose eight words to illustrate. They fold paper into eight squares. An illustration and a word belong in each square.

Debbie Fouts

* * *

19.2 This is a fun way to work with spelling words.

Make a list of words without the vowels. Using their spelling books, students look in their unit and find the missing vowels.

Examples:
crd -- crowd
l -- owl
hs -- house

I put the letters together to make it more puzzling for third graders.

Jennifer Swanagon

* * *

19.3 Brainstorm for words dealing with the short "a" sound (cat, hat, pan, man, hand, apple, van, etc.). Write these words on the board. Pass out clay to the students and ask them to shape objects which contain the short "a" sound. Ask students to use their imagination and vary texture, shape, or size in creating their objects.

Children should already be familiar with the short "a" sound. This activity is applicable to any letter sound. Children should be encouraged to make objects that are not listed on the board but do contain the sound. Also encourage the children to try very hard not to make the same object as their neighbor.

Instead of using clay, the children could also illustrate words with vowel sound and make a vowel book.

Patricia Gibbs-Morgan

* * *

19.4 To create more interest in handwriting, have the children act out words. Select a beginning sound or vowel sound to work with, and have the class guess what is being pantomimed. Then, the class should sound out each word by saying each sound aloud in unison. As each sound is spoken, each student should write that sound on his/her paper. The teacher prints the sound on the chalkboard when the students print it on their papers.

This is good spelling practice. Writing more slowly and, therefore, neatly allows the muscles to get a rest between words.

Nancy Will-Sonteimer

* * *

Objectives	Resources
19. (Cont.) Recognizes likenesses and differences in sounds (initial, medial, and final position)	19.5 Food items whose names contain long or short vowel sounds
* * *	* * *
20. Spells assigned words	20.1 Magnetic bulletin board, construction paper rockets, magnets
	* * *
	20.2 Bulletin board, fishing pole, stick with string and magnet, tacks, basket for food

(continued)

19.5 When a long or short vowel is introduced, we have a taste for the food that is spelled with the vowel.

Examples:
long o .... fried ōkra
long a .... cāke or grāpes
long e .... chēese
long i .... Rīce Krispie treats
long u .... a slice of cūcumber

Short vowels are often introduced with pŏpcorn, ăpple, ĕggs (scrambled in class), dĭll pĭckles, and bŭttered bŭns.

In addition to using our sense of taste to help us learn our vowel sounds, eating in class encourages children to try new and different foods. This activity need not be expensive. Three apples cut in eighths serve a class of twenty-four. Children and teacher enjoy this activity. It's fun!

Frances Searcey

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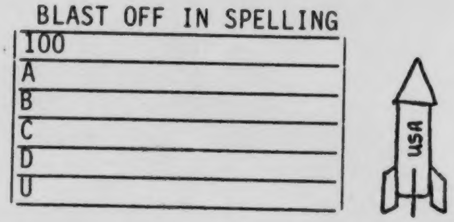
20.1 On a magnetic bulletin board, divide the board into sections marked "100, A, B, C, D, U" -cut a small rocket from construction paper and paste onto a small magnet. Make one for each child in the group or class. At the top of the board print, "BLAST OFF IN SPELLING."

After the spelling test, let the children move their rockets to the grade they made.



Claudette Slavin

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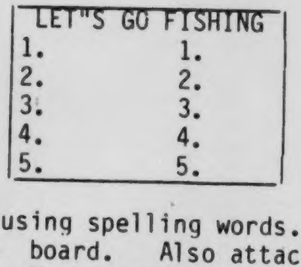
20.2 Make a small bulletin board: "Let's go Fishing."



Make "fish" word cards using spelling words. Attach a small basket containing the cards to board. Also attach sticks, each having a string tied to one end. Each string should have a magnet tied to the "free" end. Attach an envelope of tacks to the board.

(continued)

Objectives	Resources
20. (Cont.) Spells assigned words	20.2 (Cont.) Bulletin board, fishing pole, stick with string and magnet, tacks, basket for food
	* * *
	20.3 Sentence strip with vowels printed on it, magazine pictures, paste, 8-1/2" x 11" construction paper, folders
* * *	* * *
21. Applied spelling skill in assigned work	21.1 List of spelling words, pencils, paper
	* * *
	21.2 Glenn Fisher, *Learning Magazine*, Berkley, Calif., 1980
* * *	* * *
22. Writes sentences from dictation	
	* * *
	22.2 Pencil, paper
	* * *

20.2 (Cont.) Two pupils will take turns fishing for words. When a word is "caught," the pupil will say the word and hand it to a partner, then spell it to the partner. If correctly spelled, the pupil may tack it to his/her side of the board. If incorrectly spelled, the word goes back into the basket and the turn is lost. The pupil with the most words on the board is the winner.

Jill McNeil

* * *

20.3 Write the vowels on a sentence strip, taking care to space the letters evenly apart. Cut out pictures from magazines that have long or short vowel sounds. Paste the picture onto construction paper or tag board to preserve it.
Place sentence strip and pictures into a folder. To use, a child places each picture under the proper vowel. We have one vowel packet per child for long and short vowels.

* * *

21.1 Ask students to write an original story using as many of the week's spelling words as they can. Have students read stories to the class. Check for number of words used, correctness of spelling.

* * *

21.2 But Can You Spell It?

Although it doesn't take students long to get to know one another's name, you may have noticed that they almost never learn to spell their classmates' names. You can remedy this problem to the benefit of all concerned by using students' names on spelling lists. You can either include several names on spelling lists over a period of weeks until everyone has been included, or you can focus one week's spelling assignment on just names.

* * *

22.1 Choose three students each day to make up a sentence using one of their spelling words for the week. The students then dictate their sentences to the rest of the class after first whispering it to the teacher.

Donna Holman

* * *

22.2 Teacher dictates sentences about an appropriate season or holiday. This maintains the interest of the students in the writing and dictation, as well as helping them learn to spell words like Halloween, Easter, etc.

* * *

Objectives	Resources
22. (Cont.) Writes sentences from dictation	22.3 Pencil, paper
* * *	* * *
23. Identifies and uses contractions	23.1 Red and brown construction paper
	* * *
	23.2 Paper, crayons
	* * *

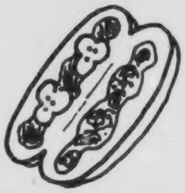
22.3 Teacher dictates sentences about members of the class, using students' names. Sentences are designed to be positive, self-concept building statements. This also helps students learn to spell one another's names. About five sentences per week can be used until all class members have been used as subjects.

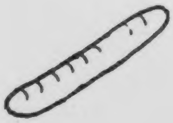
Barbara Moores

* * *

23.1 Make enough hot dog buns from construction paper for half the class. Write the reference words that match each contraction on each side of the bun. Make red hot dogs with a matching contraction on each. After a language lesson of contractions, the class matches the hot dogs and buns.

Children love doing this during classtime and will also work on the hot dogs during free time.





Judy Hooper

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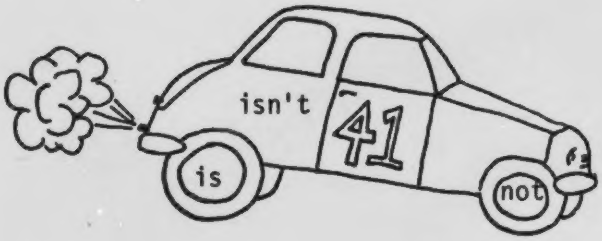
23.2 Have children draw a car of their own design with 2 fairly large wheels. Write contraction on the car and the two reference words on the wheels. This is good with second graders.



Maurita Schug

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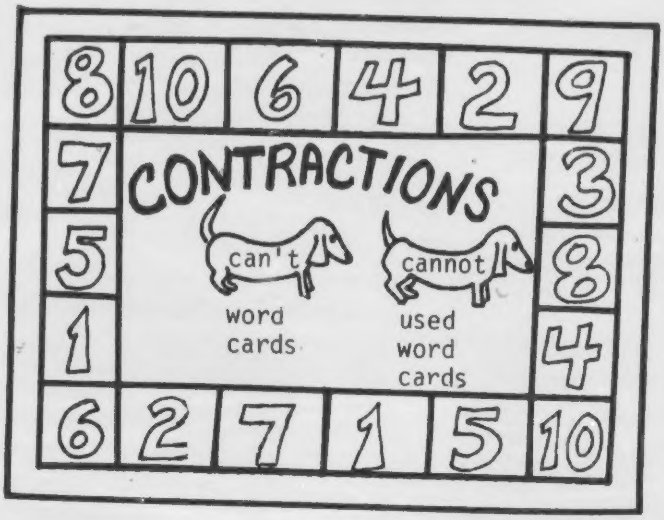
Objectives	Resources
23. (Cont.) Identifies and uses contractions	23.3 Oak tag cards
* * *	* * *
24. Identifies and uses simple possessive forms	24.1 Adhesive backed labels
	* * *
	24.2 Pencils, paper
* * *	* * *

23.3 Contractions: This game is played like Concentration. On one card write the contraction and on a second card write the two words that make the contraction.



1) Shuffle the deck of cards and place one card, face down, on each number. Place the remaining cards face down, on the box marked WORD CARDS.
2) The first player turns over any two cards, hoping to match the contraction with the two words that it's made from. If no match is made, cards are turned face down and the next player turns over two cards.
3) When a match is made, the player gets the points under the cards and two new cards are put on those numbers. The player making the match gets another turn. Matched cards are put in the USED WORD CARDS pile.
4) The player with the most points at the end of the game or time period wins.

Juli Carson

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24.1 Make labels for classroom lockers or coat hooks. Provide pupils with adhesive-backed labels. Pupils can write out their own labels (Mike's Locker, Sara's Coat, etc.) and put them in the appropriate places.

Suzette Batson

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24.2 Instruct students to rewrite a group of sentences replacing possessive nouns with possessive pronouns.

Example:

Who saw Kim's dog?
Who saw her dog?

I like Bob's coat.
I like his coat.

Suzette Batson

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Objectives	Resources
25. Writes simple, friendly letters and thank-you notes	25.1 Pencils, paper
	* * *
	25.2 Button Soup (Walt Disney Productions, 1975), ingredients for vegetable stew, cornbread Placemats made of construction paper
	* * *
	* * *
	25.4 Envelopes to be used for valentines
* * *	* * *
26. Identifies homonyms	26.1 Learning Activities for Reading by Selma E. Werr
	* * *

Activities

LOWER ELEMENTARY

25.1 Discuss five parts of a letter.

a. heading b. greeting c. body d. closing e. signature

Have the class choose partners and exchange a friendly letter, then address envelopes. (See LE 25.3.)

Suzette Batson

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25.2 Read the book Button Soup. Plan in the health class, a nourishing meal of stew, cornbread, and milk. The children decide what variety of vegetables are needed for the stew, and they each volunteer things to bring from home. Measure ingredients, mix, and bake the cornbread in the classroom. Utilize writing skills by writing individual letters of invitaion for another first grade class. Placemats are designed, and proper table arrangement is emphasized.

Sallie Kennedy

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25.3 Have each child write to an assigned partner and send the letter via the "Classroom Mailbox." To create "envelopes", have the children fold their letters in half, message side inward, and write the address on the outside. If a letter is written on both sides of the paper, another sheet of blank paper can be folded around the letter and used as an envelope.

Print the school address on the chalkboard and have children use this for addressing their letters to classmates.

Suzette Batson

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25.4 Have students use school address to address envelopes for valentines.

Cathy Buchwald

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26.1 The children fill in the blanks with the homonym that completes the sentence.

Example: need -- Knead

a. Mary will _______________ a pencil.
b. Mother will _______________ the bread.

* * *

Objectives	Resources
26. (Cont.) Identifies homonyms * * *	26.2 White construction paper, "pairs of pears" made of yellow construction paper, paste or glue sticks * * *
27. Uses proper nouns, titles, and initials * * *	27.1 Pencil, paper * * *
28. Writes number words (one through twenty) * * *	28.1 Oak tag strips (twenty per child), magic markers * * *
29. Recognizes and practices paragraph indentation * * *	29.1 Reading text, comprehension questions * * * 29.2 Pencils or pens, paper * * *

26.2 1) Children will match words in column one to homonym in column two.

2) After drawing a tree trunk and branches on a large sheet of white paper, they will make "pairs of pears" to glue on the tree. On the connected pairs of pears they will write homonyms (example: bear, bare).

3) Using their completed tree, they write pairs of sentences using their homonyms correctly (exmple: The bear ran into the woods. He/she ran outside bare footed).

Not all second graders use all the words correctly. However, they pick up new vocabulary and see what homonyms are.

Juli Carson

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27.1 Ask students to rewrite a list of names correctly. They must provide the capital letters and periods.

Example:

1. millie m anderson
2. mr henry b smith
3. sam sanders
4. dr barbara t brown

* * *

28.1 On each oak tag strip write a numeral, make that many dots, then write the numeral word. Cut the strips into three sections. Play Concentration with dots and words, words and numerals, numerals and dots, or use all three at one time.

Example:

10	....	ten

Suzette Batson

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29.1 When questioning literal comprehension of a story, have students identify which paragraph contains the answer to the questions.

Cathy Buchwald

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29.2 Ask students to write a short dialogue between two animals, indenting to form a new paragraph for each change of speaker.

Barbara Moore

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Objectives	Resources
29. (Cont.) Recognizes and practices paragraph indentation	29.3 Textbooks from content areas, papers, pencils
* * *	* * *
30. Recognizes and uses nouns, pronouns, verbs, adjectives	30.1 Chalkboard, stimulus sentences
	* * *
	30.2 Paper, modeling clay
	* * *
	30.3 Signing Exact English (Modern Signs Press)
	* * *

29.3 The exercise using the assignment in reading, science, or social studies may be written on the chalkboard or duplicated.

Example: Find the pragraph that begins with each sentence. Give the page and number of the paragraph. Read the paragraph and find one or two facts which support the sentence.

a. The hunter hurried into the cabin.
b. The Indians were watching from behind the trees.
c. There was little time left to warn the stranger, etc.

Suzette Batson

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30.1 Write sentence on board and invite children to fill in the blank. Write their responses on board. Discuss appropriateness of responses as you write. Ask group to arbitrate questionable words.

Discuss responses. Point out characteristics of words, i.e., nouns are plural or singular, endings can be similar (-ed, -ly, -ing), etc. Discuss questions answered by modifiers. Lead children to discover inductively how words work together.

This activity builds on the language competence of children and allows much positive reinforcement. Its potential is limited only by the teacher's imagination.

Claudia Swisher

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30.2 The student will be given a sentence and some modeling clay. They will pick the nouns out of the sentence and then mold a picture of the noun with clay.

Sherrie Thompson

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30.3 When introducing new words, the teacher introduces the sign language sign for each new word. Children perform the sign and say the word several times while looking at it. Later, if a child has trouble reading the word during oral reading, the teacher can sign the word as a clue to help the child. The teacher can have the child perform the sign again if he/she fails to pick up the clue.

This is good with first graders. The children pick up the signs and rapidly transfer them to the written word. In a class for the deaf and hearing-impaired, the children soon have a very good vocabulary of words to use in communication with the deaf children.

Winona Brown

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Objectives	Resources
30. (Cont.) Recognizes and uses nouns, pronouns, verbs, adjectives	30.4 Catalogues, magazines, scissors, and glue Two large poster boards labeled "Clothing" and "Toys or Tools"
* * *	* * *
31. Reads and follows written directions at instructional level	31.1 Red construction paper cut into apple shapes (for covers), recipes, story of Johnny Appleseed, white paper shaped like cover (apple shape)
	* * *
	31.2 Vocabulary cards
* * *	* * *

30.4 Direct children to cut out two pictures. One of something they wear and the other of something they play or work with; paste pictures on sheet categorizing each.

Reinforcement: The following day, children may identify the pictures they placed on poster boards. The teacher tapes the child's sentences on his/her work and plays it back the following day for children to evaluate their talks.

Lois Cowles

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31.1 An Apple Book is to be completed. This unit contains an "unscramble" page (spelling), story writing (reading and language), recipes (creative language), and research techniques. Also, a field trip, if possible. The book will look like this:

1)

MY
APPLE
BOOK

Have child make covers out of red paper.

2) Unit Activities - Make a describing page.

3)
1. Write a short story on Johnny Appleseed.
2. Make a list of apple uses.
3. Apple Unscramble
4. Recipes for the book and eating
5. View a movie.
6. Research Johnny Appleseed's life, read books, etc.
7. Make up a class song for the book.
8. Child may make-up their own Fun-Page for class.

Tim K. Campbell

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31.2 1) Have vocabulary words for new reading story printed on "playing card"-sized cards, use phonetic or dictionary marks.
2) Deal out the cards to each reader at reading table.
3) Begin with one reader reciting vocabulary words to the group.
4) Moving around the table, each child takes a turn reciting the cards in his/her hand.
5) When completed, each child trades card with the person on the right or left.
6) Then #2 child begins this round of words --#3, #4, etc., follow until the last person has a turn to be first and has used each new reading word card.

This makes presentation of new reading words more interesting, and each child has the opportunity to hear the new words before it is his/her turn.

Maria Ozment

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Objectives	Resources
32. Dramatizes and analyzes stories	32.1 Puppets or simple mask costumes, fairy-tale book: "Three Little Pigs"
	* * *
	32.2 Books, shoe-boxes, paste, construction paper
* * *	* * *
33. Uses dictionary for pronunciation, spelling, and definition	33.1 Learning Activities for Reading by Selma E. Werr
	* * *
	33.2 Primary Picture Dictionary (Golden Dictionary by Ellen W. Walpole), mimeographed worksheets
* * *	* * *

32.1 After the Three Little Pigs story is read to the class, the students recreate the proper sequence of events by acting out the familiar version of this tale. Then, the teacher guides the students through a creation of a mixed-up tale. The students can reverse the roles so that the three pigs are the villains and the wolf is the hero. Also, the class can devise several different endings for this tale. The students can perform this mixed-up fairy tale for other classes to enjoy.

* * *

32.2 The children read one book every three weeks of the nine weeks. After they finish each book, they use a shoe box and make a shadow box to depict their favorite part of the book.

The children become more creative with each book. This is fun and gives a break in writing book reports.

Becky Dennis

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33.1 1) The pupils are to number a list of words to show the order in which they would appear in a dictionary. Words suitable for the grade level should be used.

2) Words that are being used in current assignments may be used. Students are to find the words in the dictionary, and look for other information about the kind of word it is. Then they write the meaning on a line following the word.

Cathy Buchwald

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33.2 Teacher makes several mimeographed worksheets with different combinations of letters. Children are instructed to look up a word that begins with each letter, write the word in the blank, and illustrate the word in the square.

Dictionary Fun

1. s ☐
2. h ☐
3. r ☐
4. b ☐
5. m ☐
6. p ☐
7. w ☐
8. y ☐
9. k ☐
10. g ☐

Catherine Carter

* * *

Objectives	Resources
34. Writes simple report	34.1 Ditto (list of topics)
	* * *
	34.2 Pencils, paper
* * *	* * *
35. Determines sources and locates information in dictionary, encyclopedia, index, and glossary	35.1 Library Reference Books
	* * *
	35.2 List of unusual "mystery" words
* * *	* * *
36. Uses maps and charts	36.1 Road maps or maps from geography books, pencils, paper
	* * *
	36.2 Pencils, paper, envelopes, stamps
* * *	* * *

Activities

LOWER ELEMENTARY

34.1 Given a list of topics, each child will choose one to write about. Remind them to do the following:

1) Write a title.
2) Indent the first sentence.
3) Write three or four sentences about the title.
4) Write only about the topic you have chosen.

Suzette Batson

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34.2 Assign special reports to a few students at a time, asking them to write about some area of current interest, such as the President, a school assembly, etc. Limit reports to five sentences.

Barbara Moore

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35.1 Discuss the use of the library with the children and then take them to find information for some definite assignment.

They can find this information in many places, such as:

1) Encyclopedias
2) Atlases
3) Almanacs
4) Dictionaries
5) Maps, etc.

Suzette Batson

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35.2 Write a "mystery" word for each child to find in the dictionary and share with the class. Examples: Cricket, sabre, crocodile.

Barbara Moore

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36.1 Make a folder for the maps and questions about the country. The maps may be drawn by the children, or maps from travel bureaus and magazines may be used. A card containing directions is made for the game. The pupils write the answers on their own paper. A key is provided for the game.

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36.2 Have children write letters for maps from other cities or states. Ask them to locate the capital city on state maps or find major streets, highways on city maps.

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Objectives	Resources
37. Writes paragraphs	37.1 Magazine pictures of community workers, one per student
	37.2 Pencils, paper
38. Distinguishes between fact and fantasy in literature and media	38.1 Community workers
	38.2 Magazine pictures
	38.3 Chalk, chalkboard
39. Distinguishes between selling and informing in the media	39.1 Ditto copies of "T.V. Viewers" sheet

(continued)

37.1 Have the students look at his/her picture and write five sentences about it. Remind students to indent first sentences and direct them to:

1) Tell what the person is doing.
2) Tell what the person is wearing.
3) Tell what else she/he can do.
4) Tell what tools are being used.
5) Tell why the work is important.

Barbara Moore

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37.2 Ask students to write a paragraph describing another child in the class. Let students guess who is being described.

Barbara Moore

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38.1 In class discussion have the students describe qualities, attributes, and typical behavior of the protagonist of a popular television series. Invite a community person in the same or similar field to tell students about his/her work. Help students formulate questions before the arrival of the community person. Encourage discussion of the differences between media portrayal and reality.

Cathy Buchwald

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38.2 Children are asked to bring pictures which show either fact or fantasy. Pictures are posted on the appropriately labeled posterboards. Later, the class discusses how they decided which was fact, which was fantasy.

Barbara Moore

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38.3 Write names of television shows on board. Have students discuss each program, giving several reasons why they believe the program is fact or fantasy. This activity could also be used with stories.

Cathy Buchwald

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39.1 Class should discuss the different purposes of media messages and identify examples of each (advertising, news, etc.). After thorough discussion of the differences, students may take home the "T.V. Viewer" sheet and complete it for one evening. The next morning they can discuss the results of their survey.

Discuss their discrimination of purpose and the balance of exposure to selling v. informing messages. Follow up with newspapers, magazines, etc.

(continued)

Objectives	Resources
39. (Cont.) Distinguishes between selling and informing in the media	39.1 (Cont.) Ditto copies of "T.V. Viewers" sheet
* * *	* * *
40. Uses simple media activities as part of classroom projects (filmstrips, transparencies, and other media)	40.1 Tape recorder and assortment of objects for sound effects Sandpaper, glass, small block wood * * * 40.2 Transparency film (one 8-1/2" x 11" sheet per child), overhead projector
* * *	* * *
41. Responds to media through participation in class discussion	41.1 Copies of TV Guide, program list on chalkboard * * *
* * *	* * *

39.1 (Cont.)

NAME OR TYPE OF MESSAGE	PURPOSE	
	INFORMING	SELLING
	(check	one)
1.		
2.		
3.		
4.		
5.		

Cathy Buchwald

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40.1 A team of children selects a short poem or story to record for the class. They plan the recitation or narration and the sound effects. Teacher direction is helpful here. They tape record their presentation and play it for the class.

Cathy Buchwald

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40.2 Have each child draw a picture on a transparency with washable felt pens, illustrating a book or story he/she has recently read. Let the child put the transparency on the overhead projector and explain it to the class. This could also be used for personal experiences or activities seen on television.

Barbara Moore

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41.1 Each week students look at list of recommended programs. The teacher may discuss highly recommended programs in advance. On the day after the program, students and teachers discuss the content, theme, quality, and production values of the program. The teacher should guide student discussion to questions of quality of programming. Atmosphere should encourage freedom of expression.

Cathy Buchwald

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41.2 Ask children to discuss important news events or human interest features from shows such as "Real People," etc. Try to establish a basic understanding of current happenings.

Barbara Moore

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Upper Elementary

Objectives	Resources
1. Demonstrates a positive self-concept	
	* * * 1.2 Overhead projector Large sheet of white paper
* * * 2. Contributes to group activities	* * * 2.1 Good Apple Teacher Helpers; Good Apple, Inc., Box 299, Carthage, IL 62321
	* * * 2.2 "The Good Apple Guide to Learning Centers", Good Apple, Inc. "Teacher's Book of Lists"

(continued)

Activities

UPPER ELEMENTARY

1.1 The students and the teacher share in a journal. The students write about how they feel or about something that has happened. The teacher responds in the journal in a few words--always affirming, if possible. The teacher encourages the "conversation" to continue by his/her response. Questions like: "How do you feel about __________," or "Do you get to make many of your own decisions?" stimulate students to write.

Hints for success!

1) Use journal every day or at least 3 times a week.
2) EMPHASIZE THE JOURNAL IS STRICTLY BETWEEN TEACHER AND PUPIL.
3) Do not correct written mistakes; use as a guide for what needs to be taught at a different time.

Marlene Jones

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1.2 Have students stand in front of overhead projector. Draw his/her profile on a sheet of paper. Give students the profiles and ask them to take them home and paste words and pictures which describe them on the profile. Let each student explain his/her "profile" to the class.

Barbara Moore

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2.1 During one month each student does various assignments to earn funny money. One such assignment is Bonus Activities Contracts which includes all subjects and is given out each week. Each contract includes fun activities as well as extentions of regular classwork. Other ways to earn money are special spelling assignments and an allowance given once during the month for good behavior.

The students also lose money by not following rules (late assignments, talking, etc.) that are set at the beginning and posted in the classroom. At the end of the month parents donate various things (bake sales, book sales, old or new games or puzzles) for the students to purchase with their earned money. The students have lots of ideas.

Regina Woodson

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2.2 Dinosaur Unit - Divide the class into 4 groups: Oral reports, information group, story group and bulletin board display group. The week before starting the unit, visit the library and check out all material that can be used on dinosaurs and prehistoric life. Each person in the oral report group is shown how to research and organize what is found into an oral report. The information group also does research. Their facts are put on paper with a picture of their dinosaur and are placed into a television view box, made by gluing a scroll onto dowel rods and placing it in a decorated cardboard box. As you roll dowel rods, the scroll moves across the front of the box. The same type box is used

(continued)

Objectives	Resources
2. (Cont.) Contributes to group activities	2.2 (Cont.) "The Good Apple Guide to Learning Centers" "Teacher's Book of Lists"
	* * *
	2.3 Instructor, December, 1979
	* * *
* * *	* * *
3. Locates and explains details on maps and charts	3.1 World or state wall map
* * *	* * *

2.2 (Cont.) for the story group. Each child writes an original story using the dinosaur theme. Each story is illustrated by the child. The bulletin board group has to research size of the dinosaurs, climate, and habitat. As a team, the board is designed with all art and color being done by students. Displays of animal bones, magazine articles, and models of dinosaurs are placed in the classroom. Dividing the class into four groups will provide varied activities that will better meet the individual needs of students.

Regina Woodson

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2.3 On a large sheet of paper have students make a game board decorated according to the holiday. This is great at Christmas! They should include "extra turn," "go ahead," and "go back" spaces. They may then make flash cards using various language arts skills recently taught (vocabulary words, sight words, rhyming, homonyms, etc.) Markers can be made using symbols drawn from the holiday. Rules of the game can vary according to teacher's or student's ideas. Many students become very creative with this assignment and are excited to use it over the holidays. Some have used it for a Christmas gift for a younger brother or sister.

Karen Parker

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2.4 No Writing day - No one, not even teacher, touches a pen, pencil, or chalk.
No Talking day - No one speaks, but all write messages on slates, chalkboard, etc.

Wilma Goodman

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3.1 Three to four players may play at a time. One player writes the name of a country or state on the board. The other players try to locate the country or state as quickly as possible. The first player to point to the correct location receives one point. The player who is the first to accrue three points is the winner for that game and takes the place as chalkboard writer while two or three other students are selected to go to the map.

Variation: Use the game to locate oceans, lakes, major cities, mountain ranges, latitudes, time zones, etc.

Students at their desks can participate in game by using state or world maps in their social studies textbooks. If players at the wall maps have not located answers within 1-2 minutes, then they may be replaced by students who have located answers at their desks.

Clairita Porter

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Objectives

4. Reads, writes, or dramatizes poems, dialogues, plays, and stories

Resources

4.1 Poetry forms - Dr. Robert J. Canady, Early Childhood Education-University of Oklahoma
Handout from Northeastern Oklahoma State University, Tahlequah, Okla.

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4.2 Oak tag or unlined file cards cut 1 1/2" x 3" to form a deck of 52 cards; fine black marker or primary typewriter, See Exhibit UE 4.2

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4.3 Bright Ideas from Instructor, October, 1978-Raving Red Riding Hood

* * *

4.4 Spice Series: A Handbook of Classroom Ideas to Motivate the Teaching of Primary Language Arts; Educational Services; 1973.

* * *

Activities

UPPER ELEMENTARY

4.1 Triangle Triplets - Poetry:

American-3-Lines-Rhyming poem which is written around a triangle and can be read from any point.
May be used as a group or individual activity.

Margaret Geier

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4.2 Title: Poker for Pros - To Play:

1) Five cards are dealt to each player in the manner of Draw Poker.
2) Each player in turn may return to the dealer any number of cards from his/her hand after examining it. An exchange for new cards in an effort to better the hand can be made.
3) Exchanges completed, hands are laid down, and the winning hand, as outlined below, gets a point. The first player to garner 5 points is the winner.

4 of a kind: hay, neigh, play, grey, too
Full House: hay, neigh, play, ate, eight
2 Pairs: hay, neigh, ate, eight, apart
3 of a kind: two, too, shoe, spare, please
1 pair: maize, trays, heart, though, pair

Note: Hands shown are ranked from most desirable to least desirable.

Mildred P. Beadle

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4.3 Read example to class. They rewrite an old fairy tale into a modern one. These may be used to make into plays and books. If made into books, the students do their own art work.

Linda Martin

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4.4 Place a list of "What if...." situations on the board (Example: "What if you were Big Bird and got stuck in the hen house," or "What if you were an ant and saw a whole parade coming toward your home and family.")

"What if...." stories can make you something you're really not. They can be funny or serious. "What if...." stories give you an idea. You may select the "What if...." that sparks your imagination the most, or you may use one of your own. Even if you all choose the same topic, the stories will be different because each of you are different and no one thinks exactly like you do.

Animals the children have written about can be sculptured from newspaper.

Pam Mahanay

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Objectives

4. (Cont.) Reads, writes, or dramatizes poems, dialogues, plays, and stories

Resources

4.5 Chalk, chalkboard, scratch and handwriting paper

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4.6 Haiku written and submitted by each student, typed on paper allowing space for signature. Duplicate for each member of the class.

* * *

4.7 Article in Instructor Magazine, March, 1969, by Lee Bennett Hopkins Sijo is verse form produced by the Yi Dynasty of Korea in the 14th Century. Original form consisted of three lines with 14 to 16 syllables in a line. A total of no more than 45 syllables. In English translation the Sijo verse form is written in six short lines, each containing 7 to 8 syllables. The Sijo, much like the Japanese Haiku, is based on syllabication.

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4.8 Empty boxes, cans, packages, etc. of various commercial products--pencil, paper, etc., tape recorder, crayons, markers, construction paper

* * *

4.5 1) Introduction -discuss poetry in general..."Today we are going to be poets."

2) Body - Tell the students that they are going to write "Cinquain" poetry.

a. Show them two examples of cinquain poetry on the chalkboard. Explain cinquains have 5 lines. The first line has one word, second line has 2 words, third line has 3 words, fourth line has 4 words, and the fifth line has one word that is a synonym for the first word.

b. Compose a cinquain with the class, explaining step by step.

3) Closure - give students the two pieces of paper. When they have composed a cinquain and the teacher has checked it, they can then copy it on the handwriting paper and draw an illustration. Share with the class.

Peggy Smith

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4.6 Haiku from each student is typed on a sheet with space under each selection for a signature. The pupils then put their handwritten names under their poem/Haiku. Duplicating is then done and each person is given a booklet containing creative writing and signature of all their 5th grade class members.

Done in the last weeks of school, this replaces random sheets being passed around for autographs.

Beverly Harden

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4.7 1) Choose a topic for your sijo. Have class choose topic they know something about.
2) Make a list of descriptive words and phrases about your topic.
3) Extend or reduce your ideas into statements of 6, 7, or 8 syllables.
4) Choose six of the statements that describe, contrast or compare, and
5) arrange into a sijo.
6) Read orally - students try to pick out rhythms.
Have each student make a booklet of his/her poems.

This is fun with lots of learning, sharing, and creating experiences.

Charlotte Jones

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4.8 Students will write and design their own humorous television commercials. First choose the kind of product they wish to advertise, write a dialogue for it, then decorate their product package. This can be done with groups or individuals.

Kevin McAllister

* * *

Objectives	Resources
4. (Cont.) Reads, writes, or dramatizes poems, dialogues, plays, and stories	4.9 Library * * * * * * 4.11 Fables

(continued)

Activities

4.9 Personification can be introduced and reinforced. Have the class explore the library for books which have personification and make a list. The class can write a story or cartoon of their own in which the characters talk.

Charlotte Jones

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4.10 Each student will write his/her first name going down the page. Then a poem using the letters from the name as the first letter of each sentence can be written after sentence.

Example:

L ikes to eat food.
A lways wears blue.
R eads all the time.
R arely spends a dime.
Y earns to shine.

Janet Lee

* * *

4.11 USING MORALS TO WRITE FABLES - The basic idea behind writing fables with a moral is to allow the student to assert individual wit into a story that leads to a specific conclusion. The student is to write an example of what happened when something was done or not done according to certain rules. There is a need to develop characters and a simple plot. The simplest beginning is to start with "Once upon a time, there was..."

Before using this particular method, the teacher should read some fables to the class so that the students get the idea of fable construction. Then have each child select a moral for which he or she can write a fable.

1) A friend loves at all times.
2) Who cares? No one sees it.
3) Why try? My muscles hurt.
4) I think I can; I know I can; I will; I did!
5) Having no friends isn't any fun.
6) Which road shall I take?
7) One trick deserves another.
8) Crusts eaten in peace are better than cakes eaten in fear.
9) He who is too greedy may end up with nothing.
10) Money has no true value if it is not used.
11) Be warned by what happened to others.
12) If you try to please all, you will please none.
13) We often think ill of what is most useful to us.
14) If you want something to be done well, do it yourself.
15) Prepare today for the needs of tomorrow.
16) Slow and sure is better than fast and careless.
17) Borrowed feathers do not make a fine bird.
18) It is a poor friend who deserts you in time of trouble.
19) The squeaking wheel gets the grease.
20) You don't get something for nothing.

(continued)

Objectives	Resources
4. (Cont.) Reads, writes, or dramatizes poems, dialogues, plays, and stories	4.11 (Cont.) Fables
	* * *
	4.12 Highlights for Children, (this was a special edition), November, 1980, pp. 20-21. "Always A" - A story about the Applecore family who only ate food beginning with "A". Many "A" words are used in the story.
* * *	* * *
5. Recognizes basic sentence patterns and types	
	* * *

4.11 (Cont.)

21) Forgive and forget.
22) When the going gets tough, the tough get going.
23) Slow and steady wins the race.
24) Truth wins in the end.
25) The race is to the swift.
26) You can't judge a book by its cover.
27) Hard work never hurt anybody.
28) Beauty is only skin deep.
29) Better to run with honor to defeat than with dishonor to victory.
30) Idle hands are the devil's workshop.
31) You may climb more surely one rung at a time.
32) You can catch more flies with honey than with vinegar.
33) One cloud is enough to hide the sun.
34) If I rest, I rust.
35) No rope is strong enough to hang the truth.
36) If you don't know where you're going, any road will take you there.
37) Ther's many a good tune played on an old fiddle.
38) You cannot make an omelet without breaking eggs.
39) Not all trees have the same bark.
40) A small leak will sink a great ship.
41) Take your job seriously, but not youself.

Anna Belle Leka

* * *

4.12 After reading the story "ALWAYS A", the students are asked to write a short story about a particular letter of the alphabet. (They choose a letter no one else has chosen so that their ideas will be their own.)

Before beginning their stories, students are asked to "brainstorm", or write as many words as they can begin with their letter. This helps them have words in mind when the writing begins. They are helped to proofread and make corrections before turning in their story. Some may want to read them to the class. The students enjoy this activity and the results are inspiring. See Exhibit UE 4.12.

Lendell Ellis

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5.1 "Add a Word" -Write a short word on the board. Ask the first student to pronounce the word, adding a word that starts with the last letter of the first word. Since the object is to make a good complete sentence, a good beginning word would be "the" or "what", etc.

Example: The elephant tramped downhill. As soon as one sentence is finished, another one may be begun.

May also be played by selecting a word from a word bank.

Alice Giles

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Objectives	Resources
5. (Cont.) Recognizes basic sentence patterns and types	5.2 2 slices bread, 1 slice beef or ham, leaf of lettuce, salt, mayonnaise; labels: noun-subject, verb-predicate, adjective, adverb, noun-direct object, indirect object
* * *	* * *
6. Plans and composes friendly letters and thank you notes	6.1 Library book such as *Milenka's Happy Summer* or any of the books from the Sequoyah Award list.
	* * *
	6.2 Lined notebook paper and pencil
	* * *

Activities

5.2 Questions students as to the simplest of all sandwiches. Elicit open-faced, one slice of bread, one filling (in this case use meat). Note that the simplest sentence is the N-V (subject, predicate). Sometimes a sandwich is better with mayonnaise on the bread. A sentence may be improved by adding an adjective to the noun. The meat may be salted. Likewise an adverb may be added to the verb.

Example: Dogs eat. Hungry dogs eat. Hungry dogs eat fast.

Most common sandwiches have two slices of bread. Many sentences have two nouns -NVN pattern.

Example: Grandmother gave toys.

Lettuce may be placed between the meat and the other bread. An indirect object sometimes separates the predicate and direct object (Grandmother gave me toys).

By making paper sandwich parts for the bulletin board, students can practice illustrating a given sentence or those from textbook exercises.

Wilma Goodman

* * *

6.1 After reading the book, discuss information available on the jacket of the book. A letter is written by each class member, telling the author about a favorite part of the story, asking about a particular incident or character in the story, or other sharing he/she wish to do. The letters are sent as a packet to the author. A response may arrive some weeks later, with personal notes included to those who had particular questions or had made comments. The students are pleased to have this personal contact with someone who has written a book they enjoy.

Students seemed more interested in checking out this book, particularly. But others were read with questions about, "I wonder if this really happened to the person who wrote it." Their personal contact with an author whetted their appetite for reading.

Beverly Harden

* * *

6.2 On the day after Halloween and Valentine parties, write names of parent helpers on the board. Three of four students write each parent to thank them for bringing party items, such as napkins and cups, refreshments, or favors. Key words are put on the board as requested by the class, i.e., appreciate, sincerely, delicious. Letters are delivered by the student of each respective parent.

Parents have commented on their pleasure in having notes from the class members. Wording, phrasing, and spelling are not marked and corrected by the teacher.

Beverly Harden

* * *

Objectives	Resources
6. (Cont.) Plans and composes friendly letters and thank you notes	6.3 Senior Weekly Reader's Writing Pals Program, 245 Long Hill Road, Middletown, CT 06457
* * *	* * *
7. Writes paragraphs using topic sentence	7.1 Peanut butter, jelly, bread, knife, spoons, plate
	* * *
	7.2 Pencil, paper, subject given by teacher
	* * *
	7.3 Mythology book or encyclopedia
	* * *
	7.4 Paper, pencils, list of topics
	* * *
	7.5 The Important Book by Margaret Wise Brown, Random House, 1970
* * *	* * *

Activities

6.3 Our class is matched with another class of the same grade level in a different part of the country. The two classes write back and forth. They share ideas, feelings, and favorite things through letters, pictures, and gifts. They compare homes, schools, towns, and states.

Letters are to be exchanged at least twice during the school year by each student.

Julia Suess

* * *

7.1 Have the students write directions on "How to Make a Peanut Butter and Jelly Sandwich." Then follow the directions exactly as they are written. They will certainly enjoy eating the finished product.

Jaunita Wills

* * *

7.2 Teacher gives a subject (phrase), preferably subject related to current school activities, season, or holiday. Student writes topic sentence about the phrase and then supports the topic sentence with examples.
Example: Snow at Christmas

* * *

7.3 Students first read about Janus, the Roman god of beginnings. Usually he's shown with two faces back to back so he can look in two directions at once. January is his month. This activity should be used immediately after the Christmas holidays.
After reading about Janus, the students are to write a paragraph about him. Next, in their writing they are to look back over the past year at their triumphs and weaknesses. Last, they should look ahead to the new Year and write about their expectations and goals for it. This idea was inspired by the January, 1981, INSTRUCTOR magazine, p. 104.

Helen Impson

* * *

7.4 Write the following (or similar) list of activities on the chalkboard.

1. baseball game
2. flea market
3. state fair
4. new movie
5. parade
6. puppet show

Ask students to choose a topic and explain why it would make a good report. Then ask students to choose a topic and write a short report.

* * *

7.5 Using The Important Book as a resource guide, let the students work in small groups to create their own paragraphs.
Students should be given the opportunity to share paragraphs. The more exposure they get from each other's ideas, the more comfortable they will become in sharing their own ideas.

Clairita Porter

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Objectives

8. Uses the dictionary and other resources for alphabetizing, spelling, guide words, prefixes, suffixes, pronunciation key and the definition which best fits the context

* * *

Resources

8.1 Dictionary, thesaurus

* * *

8.2 Large telephone directory, 5 x 7 cards

* * *

8.3 Dictionaries

* * *

8.4 Dictionary, half-sheets of lined paper

* * *

Activities

UPPER ELEMENTARY

8.1 Diamante (poem)

noun
adjective adjective
participle participle participle
noun noun / noun noun
participle participle participle
adjective adjective
noun

1. First and last lines are opposites (antonyms)
2. Top half to the hashmark describes the top noun - bottom half describes the bottom noun.

The first time my class does this they enjoy it and I hear, "Let's do a Diamante" all year. They learn in a few minutes the difference between a dictionary and a thesaurus and to use it properly.

Linda Paquin

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8.2 Place a large telephone directory and a set of 5 x 7 cards in an accessible area of the room. Have various activities on the cards such as:

"Your bicycle needs repair. Find the names of three repair shops."
"You need to see an optometrist. Find the name, address, and telephone number of one."

Dianne Lindsey

* * *

8.3 We often express the way we feel by the way we look, or by the way we use actions. Kind words, angry words, gentle words, funny words, scary words, loud, and soft words all express the way we feel about something. Have students find dictionary meanings and discuss the feelings that go with the described word.

Example: A horrifying sight
A booming laugh
A silken gown
A maddening experience
A gracious entrance

Clairita Porter

* * *

8.4 "SENTENCE BOOK"

a. Make a title page.
b. Look up the word "sentence" in the dictionary and write the meaning on the first page of your book.

In your sentence book you will be able to keep a record of all you already know about sentences and add new things you will be learning about them.

Clairita Porter

* * *

Objectives	Resources
9. Choose a topic and write a simple report using two sources and an outline	9.1 Note cards, bibliographies, footnotes etc., films - How to Write an Outline See Exhibit UE 9.1
	* * *
	9.2 Oak tag, oak tag phrase strips, large envelopes, smaller envelope, answer sheet, simple story, - See Exhibit UE 9.2
* * *	
10. Spells assigned words and applies spelling skills in assigned work	
* * *	* * *
11. Writes sentences from dictation	11.1 Paper, pencils, 8 envelopes labeled noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, and filled with words cut from newspaper headlines or magazines
* * *	* * *
12. Identifies, discusses, and interprets story ideas	12.1 Paper, pencils
* * *	* * *
13. Selects appropriate level of language usage (formal and informal)	13.1 Index cards, bulletin board
* * *	* * *

9.1 This activity is somewhat complicated, but extremely beneficial. Exhibit UE 9.1 states the main points of the project. In this one activity, almost everything I teach in 5th and 6th grade is included. I have done the research paper with all levels of students; however, the above average students can really profit from it more.

Cookie Eddings

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9.2 Have student read story and make a simple outline to fit on the outline form, using the idea of main headings and supporting details. The student may then put the outline on the oak tag phrase strips and fit them into the outline form. When a student thinks the outline is correct, he/she may check work from the answer card.

* * *

10.1 Have students generate spelling words they need to know that are related to school. Examples: the name of the school, teacher, and principal; words such as absence, music, program, cafeteria, auditorium, etc. The teacher can then make a test of these and incorporate some into each week's spelling list.

* * *

11.1 Label 8 envelopes with noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection and fill with words cut from newspaper headlines or magazines. Choose 10 students and have them select words from each envelope and make a sentence. Duplicate these sentences and use them as the basis for a lesson in dictation.

Barbara Moore

* * *

12.1 Divide class into three groups. Have each group invent a "superhero" character with an appealing name and a detailed character sketch. Then have the students develop a plan so each one writes a short episode about the character. Have one narrate the story while others act out some parts. Use sound effects and props. These are fun to videotape.

Barbara Moore

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13.1 Illustrated Idioms:

On index cards students collect and illustrate idioms they read or hear. This is an ongoing activity through the year. As they bring in their idioms, they place them on the bulletin board reserved for the cards. Students sign their cards.

Mrs. Reese

* * *

Objectives	Resources
14. Listens for main and subordinate ideas, sequence of events, and instructions for activities	
* * *	* * *
15. Examines sentences for word order, key words, and end punctuation	15.1 Magazines, newspapers, paper, paste
	* * *
	15.2 Local and out of town newspapers, Formal Program Booklets: Newspapers Swing Into Action by Basil A. Willett, Jr. (Early Learning Book Club), scissors, paste
* * *	* * *
16. Reads newspapers and magazines for current information	16.1 Newspapers, and/or magazines, stories contributed by school staff (custodian, secretary, principal, etc.)
	* * *

14.1 The teacher instructs the student to go to the store and purchase a list of items (bread, eggs, milk, etc.). The student must repeat the list back to the teacher. As the skills improve, lists can be made longer and additional topics can be presented.

* * *

15.1 Have students cut out words (large type is preferable) from newspapers and magazines and place their choices in envelopes. Then ask them to paste these into sentences, adding written words of their own so the sentences will make sense. After each student has constructed five sentences, discuss the usual order of verbs, nouns, adjectives, adverbs, etc. Discuss punctuation.

Barbara Moore

* * *

15.2 Pupils cut and paste the appropriate items. In the lower grades use whatever the class is studying about: letters, vowels, consonants, shapes, word lists, etc.

Later, syllables, dictionary study of words found, word classification, capitalization, punctuation, kinds of sentences can be studies.

This is not limited to language arts. Once this is started, it makes a nice homework project. Let students take home a newspaper, if they have none. It need not be the latest edition.

Neva M. Hardiman

* * *

16.1 Newspaper Bulletin Board

Use headlines from newspaper. Allow students to prepare stories for "paper". Decorate bulletin board to look like front page of newspaper, and display stories*. Provide note cards or slips of paper on which students may answer these questions about the stories: How? When: What? Where? Why? Change one thing in the story -How does it change? What happens?

Illustrations with the stories may also be encouraged. Does the picture help the meaning of the story? Is it just interesting? Was the story written for fun, or did the writer really help to get across the idea?

*These stories can be changed weekly. Remind students to keep all the questions in mind when writing their own story. Encourage changing of parts of the stories which will create a whole new result.

Iris M. McNeil

* * *

Objectives	Resources
16. (Cont.) Reads newspapers and magazines for current information	16.2 Newspapers * * * 16.3 Newspapers from several local cities
* * *	* * *
17. Identifies and uses nouns, pronouns, verbs, and adjectives	17.1 Local newspapers, Booklet: *The Living Textbook* by the *Daily Oklahoman*, and *Newspaper Tasks Swing Into Action*, by Basil A Willett, Jr. * * * 17.2 Sack filled with wide variety of tactile objects

(continued)

16.2 This activity is intended to include handwriting, English, and current events. Each student selects a short newspaper article (2 or 3 paragraphs at the most) from a current newspaper. He/she reads it and staples it to a handwriting piece of paper. Then, they write the questions: Who, What, Where, When. They leave enough space to answer these questions from the article.

They have lots of fun finding out that not all articles include the answers to these questions. (In English, we had already talked about answers to Who, What, When and Where.)

Frances Maloney

* * *

16.3 Students can use the newspaper to do comparison shopping.
Suggestions:
1) Lower prices on similar goods
2) Specials
3) Sales
4) Off-season merchandise
5) Special services.

* * *

17.1 Use the newspaper to introduce such things as basic word lists, vowel blends, and the like. This may be introduced at school then transferred to a homework assignment. Illustrations may also be clipped and used.

Later, (grade 3) students learn division of words into syllables--they will look up words in a dictionary for verification, pronunciation, and definition. Students will learn word classification: naming words (nouns), action words (verbs), descriptive words for nouns (adjective), descriptive words for verbs (adverbs). Students will also learn kinds of sentences, punctuation marks, and capital letters.
Upper Grades - Students are to find the 5 "W's" and the "H" of news in a news story: What, Who, Why, Where, When and How.
Headline - This is like the icing on the cake. Show how this is similar to story titles.
Art Projects - Utilize newspapers as background or bulletin board letters and borders. May be used to make pictures, papier-mache, and collages, etc.

Neva M. Hardiman

* * *

17.2 Have a sack filled with a wide variety of objects. (The more tactile variety the better!) Individually display each object and have the students describe the objects. List these on the board. Do this with all of the objects.

Next, tell them what they have been naming are adjectives, or words that describe objects.

(continued)

Objectives	Resources
17. (Cont.) Identifies and uses nouns, pronouns, verbs, and adjectives	17.2 (Cont.) Sack filled with wide variety of tactile objects
	* * *
	* * *
	17.4 List of nouns (optional)
	* * *
	17.5 Large box (such as oatmeal box), construction paper strips
* * *	* * *

17.2 (Cont.) As follow-up activities, the students could choose one of the objects and make up a sentence using adjectives in the sentence. Also they could think of an object and words that describe it. See if the other members of the class could guess the object after they've been given the adjectives.

Patricia Hazeldine

* * *

17.3 Students work in pairs. They choose a noun which one student "acts out." The partner then "modifies" the object by placing a descriptive word on it.

Class then attempts to find the correct words to verbalize what they see. Repeat the activity for verbs and adverbs. Examples:

1) Student pretends to be a "ball"
2) The second student places something "red" on it
3) Results - a "red ball"

1) Student "walks"
2) Second student modifies the action by having it slowed down
3) Result - "walks slowly"

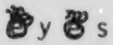
This activity is useful for all ability levels and allows gifted students to be as creative as they choose.

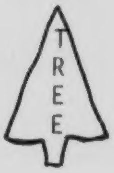
Vivian Coulter

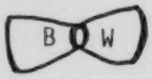
* * *

17.4 Each student will draw a picture of a noun and associate the word with the picture.

Example:







Janet Lee

* * *

17.5 On strips of colored construction paper (cut into one-inch strips), write sentences using several parts of speech. Underline each one. Divide class into teams or do as a class. Let each student draw a strip and tell all underlined parts of speech in his/her sentence. Award one point if whole sentence is correct.

This can be done for lower grades by only including nouns, verbs, adjectives, and adverbs.

Ann Quimby

* * *

Objectives	Resources
18. Recognizes adverbs, prepositions, conjunctions, and interjections	18.1 List of instructions, newspapers or magazines
* * *	* * *
19. Memorizes and recites short selections from prose and poetry	19.1 OSU film library, Bartlett's Familiar Quotations, Kings, Lovers, Fools, "Plays" (a drama magazine for young people), Scholastic Magazine transparencies, "Shakespeare Today" See Exhibit UE 19.1
	* * *
	19.2 Teacher handout listing a number of poems (4-8 lines each), selections from poems or short prose pieces
* * *	* * *
20. Proofreads to identify punctuation, and capitalization	20.1 Student papers, red pencils
* * *	* * *
21. Answers questions clearly	21.1 Brightly colored pictures of trees

(continued)

18.1 "Scavenger Hunt"

Divide the class into groups of two. (Teacher selects groups.) Give each pair a list of fifteen items.

Example: 1) Find five adjectives
2) Find three adverbs ending in "ly"

Give them a newspaper. The first pair to underline all fifteen items and list each by part of speech and page number, wins.

Barbara Moore

* * *

19.1 Introduce unit by showing the film Shakespeare - Selection for Children. This selection is "All the World's a Stage" from As You Like It. Discussion follows with questions like, "Would you add an age to this? Leave me out?, etc. The next lesson is an overhead presentation of Shakespeare's life and time period (this is timed to be used with social studies lessons of the same period in history). Next, assign each student a short synopsis of one of Shakespeare's plays and an illustration from that play. Also, at this time each student receives a sheet of quotations from plays. They are to memorize ten. During the unit do a reader's theater of "Macbeth", also, a "seek and find" containing things discussed. The unit is closed with an actress doing "Women of Shakespeare". Students from colleges or universities can also participate in teaching this unit.

Mary Garrison

* * *

19.2 Ask students to memorize eight lines of poetry or a short prose selection. Make a videotape of students reciting the poems, using simple props, posters, or overhead transparencies they have made. Play this back as a special treat for the class. Discuss the presentations.

* * *

20.1 Assign students a paragraph using the week's spelling words (perhaps requiring that ten of twenty assigned words be used). When students complete the paragraphs, collect them and the next day, have them correct each other's spelling errors by writing misspelled words in red and writing them correctly on the back of the paper.

* * *

21.1 Autumn activity:

Begin class by a discussion of what the fall season brings to mind, leading the students into a discussion of falling leaves, if necessary. Display pictures of the trees. Ask them to close their eyes and pre-tend they are a leaf on one of the trees. Then tell them all of the leaves start falling, but not them. Ask how they feel. Have all their friends and family fallen? Ask if their falling is something looked forward to or dreaded. What caused their friends to fall? What sounds did they hear as they fell? How do they feel being the last leaf on the tree?

(continued)

Objectives	Resources
21. (Cont.) Answers questions clearly	21.1 (Cont.) Brightly colored pictures of all kinds and sizes of trees in various surroundings (matted on construction paper)
	* * *
	21.2 Short film or videotape of part of a television show (about 15 minutes)
* * *	* * *
22. Demonstrates fluency, voice control, and organization in speaking	
	* * *
	* * *
	22.3 List of ten key words on chalkboard, stopwatch
* * *	* * *
23. Distinguishes between fact and opinion	23.1 Newspapers
	* * *
24. Listens and records main ideas	24.1 Children's story
* * *	* * *

21.1 (Cont.) The class might discuss words that would describe how a leaf might fall. Perhaps some of the students might like to show the motions of a falling leaf.

Follow-up activities might include painting a picture of their tree and reading their completed stories outside under the trees.

Susan Gladhill

* * *

21.2 After students watch the film once, the teacher asks them to answer questions he/she has prepared about the setting, characters, sequence of events, etc. Student responses to the questions are written on the board (perhaps 2 -3 per question). The film is then shown a second time and the answers are examined for clarity and accuracy.

* * *

22.1 Student That Talks Too Softly:
Space two students across the room. One student starts with a word and second student says the next word.

Example: Once--- a--- big--- green--- bug---etc.

* * *

22.2 Public Interview for Students:
Let students ask you any questions, if you don't want to answer say "Pass."

* * *

22.3 To reinforce a story, poem, or television program after a class discussion, write ten key words on the board. Using a stopwatch and pointing to each word at random, allow students to volunteer a sentence using the designated word. The sentence must respond to the story and a com-plete sentence. Two sentences per word (one minute) may be required.

* * *

23.1 Ask each student to bring a story from the front page and the editorial section to class. Discuss differences between the stories, asking students to observe differences and similarities.

Generate a discussion about definitions for fact and opinion.

* * *

24.1 Read the class a good story. Ask each student to write about the story on the chalkboard. Then have a discussion in class, lead students in determining main and subordinate ideas.

* * *

Objectives	Resources
25. Writes autobiography	25.1 Pencil, paper * * *
	25.2 Newspaper obituary notices * * *
	25.3 Half sheets lined paper, pencil * * *
* * *	25.4 Paper and pencils * * *
26. Writes cursive words, sentences, and paragraphs in appropriate size, slant, spacing, and line quality * * *	26.1 Pens, papers * * *

25.1 "Write A Riddle"

Students write a four-line riddle about a classmate whose name they have been given. The first three lines are clues. The fourth line asks "What am I?" Students write their riddles on construction paper (4"x4"). On the card they should write the answers upside down at the bottom of the card. (Students should be instructed to use only positive clues.) After the class guesses the riddle, give each student his/her riddle card and ask him/her to write a short autobiography which tells about his/her likes, abilities and accomplishments.

Barbara Moore

* * *

25.2 During the first week of school have the students write their own obituaries, pretending they have been killed in some manner. They should include where they've lived, the schools they attended, their family members, and any interesting things they have done.

This sounds ghoulish but children in the upper intermediate grades love it--and it is more interesting than "What did you do in the summer," or a straight autobiography.

Jody Sherry

* * *

25.3 Have students make a small book of six to eight pages titled ME and WHY. The book can be composed of many things that happened in the years of growing. Allow students enough time for this project as it should involve drawing different stages of life as well as writing about them.

* * *

25.4 Title this project Who Am I?

On one sheet of paper student should write down as many words as he/she can think of that tell about him/her from time of birth until today. On separate pages the student should use these words to write an autobiography.

Teacher could duplicate the autobiographies and let classmates try to identify the students.

Clairita Porter

* * *

26.1 Early in the school year, explain to students that they will need a list of other classmates' names for sending Christmas cards, Valentines, etc. Assign the names of class members as a writing assignment. Have students do a preliminary and a final writing of the names. Laminate each student's final list and return it to him/her to be used when it is needed.

* * *

Objectives	Resources
27. Distinguishes between fact and fantasy in literature and media	27.1 Pens, paper
* * *	* * *
28. Distinguishes between selling and informing in the media	28.1 See Exhibit UE 28.1a, Exhibit UE 28.1b, and Exhibit 28.1c
	* * *
	* * *
	28.3 Magazines, newspapers
* * *	* * *
29. Uses simple media activities as part of classroom projects (film strips, transparencies, and others)	29.1 Slide tape program (teacher made) adapted from Hailstones and Halibut Bones by Mary O'Neill. See Exhibit UE 29.1
	(continued)

Activities

UPPER ELEMENTARY

27.1 "Superheroes"
Have each student write a short autobiography based on his/her likes, abilities, and interest. Read and discuss these with the class. Then ask each student to write about himself/herself as if he/she were a "superhero" like Wonder Woman or Superman. Read and discuss these with the class, pinpointing differences in the "real" and "superhero" autobiographies.

Barbara Moore

* * *

28.1 Discuss television commercials and ways used to sell products. Give students a copy of the "TV Commercial Recording Log" (See Exhibit 28.1a). Ask each student to record information on ten commercials over a period of one week. Also give students a copy of the mimeographed glossary (Exhibit 28.1b), and discuss the terms listed. Ask students to use this glossary to identify selling approaches for their logs. Then give each student a copy of the questionnaire. (Exhibit 28.1c.) The next week when students have completed the logs and questionnaires, discuss the research they have done and the approaches that are being used on TV to sell products.

Barbara Moore

* * *

28.2 Have students write a script for a news item about some happening of current interest. Ask each one to write two commercials, one to be used at the beginning and one at the end. Discuss the scripts and differences in how television is used to convey information and to sell products. The best scripts could be videotaped or recorded on a cassette tape player.

* * *

28.3 Have each student select an advertisement from the magazines or newspapers. Ask if students can answer questions about the ad which might include:

1) What is the product advertising.
2) What is used to attract the reader's attention?
3) List all the describing words in the ad.
4) Is the ad believable? Why or why not?
5) Is the advertisement designed to primarily give information or to sell a product?

* * *

29.1 The program shows pictures of animals in different colors. The tape expresses taste, sounds, pictures (sight), emotions, tactile feelings, and abstract feeling.

After the presentation of the slide tape show, explain that you want them to choose one color and think about all the feelings it expresses. Have them write a poem and illustrate with their color. While they are thinking of ideas, offer a few more from the book and a few of your own.

(continued)

Objectives	Resources
29. (Cont.) Uses simple media activities as part of classroom projects (film strips, transparencies, and others)	29.1 (Cont.) Slide tape program (teacher made) adapted from Hailstones and Halibut Bones by Mary O'Neill. See Exhibit UE 29.1
	* * *
	29.2 Overhead transparencies 8 1/4" x 11", posterboard, homemade movie theater (cardboard box with wooden rollers mounted top and bottom and roll of white paper attached
	* * *
	Floyd R. Porter, Computer Technology of Lawton, "I Can Learn About Calculators and Computers", The Lawton Constitution, Brittanica and Compton Encyclopedias
* * *	* * *
30. Responds to media through participation in class discussion	30.1 See Exhibit UE 30.1
* * *	* * *
31. Investigates the selective nature of media	31.1 Teacher-made list of imaginary news items
	* * *

Activities

29.1 (Cont.) As class finishes, read ideas to the class; talk about how different colors are used to create different moods.

In my fifth grade class they told me about different places they have heard about that were painted to enhance the environment, such as schools and mental hospitals.

The results are very good. The students poems show many different feelings.

Joanna Quinn

* * *

29.2 Ask students to develop a poster, set of 3 transparencies, or home-made movie based upon a poem, book or story they have read. Allow students to present these to the class. (Drawings, pictures cut from magazines, etc., may be used.)

* * *

29.3 Learning About Computers

1) Research of computers
2) Discussion of this research
3) Current events and discussion
4) Speaker on Apple II computer System; how and why this computer worked - Mr. Porter from High Technology
5) Students brought their own computer
6) Quiz on what they had learned from research,discussion, and speaker.

The students learn a great deal from this weekly unit and thoroughly enjoy it.

Glenda Powell

* * *

30.1 Give students a list of program types. Ask each to write his/her favorite program for each category and how many times he/she watched the show last week. When the lists are complete, discuss with them to see how much time most students spend watching television, what they like best and why.

* * *

31.1 Have students write two reports on an imaginary news item selected from a teacher-made list.

Examples: The principal of the local high school if fired or a county official is accused of having missing road equipment.

Ask them to write the story first, selecting only those details which will create sympathy for the accused person. Then ask them to write the story selecting only those details which will make the accused person appear quilty. Discuss how television or newspapers can select only those details desired in reporting such a story.

* * *

Objectives	Resources
31. (Cont.) Investigates the selective nature of media	31.2 Newspapers, magazines
* * *	* * *
32. Employs diverse methods reporting on reading	32.1 Standard size shoebox, 3 brown paper paper bags (size #8), newspaper for lightly stuffing one sack for head, scraps of cloth, wallpaper, construction paper, lace, ribbon, yarn, etc., buttons See Exhibit UE 32.1
	* * *
	32.2 Various books by quality authors, even number of author cards and 1 title of a book student has written
	* * *

Activities

31.2 Encourage students to identify as well as be alert for various advertising and propaganda devices that are commonly used to influence people.

Distribute a newspaper and a magazine to each student. Ask them to read and try to find advertisements that lead people to think...

1) They will be accepted by other people.
2) They will feel important.
3) They will get comfort, food and/or rest
4) They will get social and/or economic security.
5) They will enjoy some type of excitement.

Let pupils share their ads and tell which one or ones of these devices the advertisement is using to appeal to the reader.

* * *

32.1 Cut hole in one end of shoe box. Lightly stuff one sack with newspaper to form head. Twist top of sack to form neck. Cutband paste features on face/ :au aside.

Cut remaining two bags on long seams to form two arms and legs. Bottom of sack forms hands and feet. Fold to form elbows and knees.

Tape/staple arms and legs to box.

Insert head into hole on end of shoe box.

Dress puppets as desired...hats, hair, canes, etc. manipulate puppet from open back of shoe box.

Reluctant readers enjoy pretending the puppet is doing oral reading. Groups make up plays for puppets.

Mary McCray

* * *

32.2 After introducing authors to students, they should be able to play "Author Concentration".

Place 12-20 Author cards, i.e., Donald Freeman, face down on table.
Place 12-20 title cards, i.e., Cordury, face down.
Players play "Concentration" and try to match author to his/her title.

Can be made to fit exactly the authors you present from your resource center of library.

R. Marten

* * *

Objectives	Resources
32. (Cont.) Employs diverse methods in reporting on reading	32.3 Words on individual slips of paper
* * *	* * *

Activities

UPPER ELEMENTARY

32.3 Write these words on individual slips of paper:

selfish
silly
sad
strong
good
kind
helpful
creative
sympathetic
industrious
considerate

truthful
trustworthy
honest
weak
grouchy
mean
stern
foolish
thrifty
clever
wicked

untidy
stupid
thoughtless
sly
dishonest
ornery
indifferent
bothersome
fearless
overbearing
ambitious

Pass each student one slip. Each student will try to match trait with character from his/her book. Write the trait, character's name, book and page.

Rotate traits and repeat exercise. (Student does not need to recopy name of book the second time.)

NAME OF BOOK	CHARACTER	PAGE	TRAIT

* * *

Lower Secondary

Objectives	Resources
1. Demonstrates positive self-concept	* * *
	1.2 Construction paper cut in squares 3"x3", paper cut in strips 3"x12", crayons, colorful pens, paper and pencils, rulers, and glue
	* * *
	1.3 Poetry from *Scholastic Scope* magazine reprinted in *Guidelines for Summer School Language Arts, Title I, Senior High Level*, developed by the Language Arts Workshop in 1975
	* * *
	1.4 "Myself", *Wishes, Lies and Dreams: Teaching Children to Write Poetry*; Random House; 1971
* * *	* * *
2. Defines and uses the eight parts of speech	2.1 Spiral notebooks
	* * *

Activities LOWER SECONDARY

1.1 Write a television commercial in which you are the product being promoted.

* * *

1.2 Using a ruler and pencil, have students draw a line the length of their age (13" = 13 years). Divide the line into equal parts.

Tell the class that in each of their lives, significant events have occurred. Beginning with birth, have the students plot these events on their personal time line. You may wish to have the students take the assignment home to get accurate dates from parents. Have students count these significant events and illustrate on the 3" x 3" squares. Glue these squares on long strips of paper in chronological sequence. Also have students write an autobiography to accompaay the time lines. This is an approach to acquaint you, the teacher, with your students at the beginning of the year. It's also useful to depict events in the classroom from August through May.

Louise Pond

* * *

1.3 About one week prior to a special occasion (such as Halloween, Thanksgiving or Christmas), have students in each class write a different kind of prose or poetry. Select the best work from each class (or include them all), and have them typed for duplication. The cover may be selected from a contest which choses the best artwork. On the last school day before the occasion, have students read their work aloud in class. This high-interest activity is so entertaining that their behavior is better than usual for pre-holiday classes.

Deborah Reed

* * *

1.4 "I Wonder": Students write a poem beginning each line with "I Wonder". Students wonder about so many things, and this is one way of capturing that curiosity. Very successful! See Exhibit LS 1.4

Ellen Hood

* * *

2.1 Word of the Day: Students have a spiral notebook which they bring to class each day. When the bell rings, they copy the new word written on the board. The word is written, part of speech, definition, and the word is used in a sentence. The word always relates to some part of the lesson. When studying a short story, use a word found in the story to perhaps review the discussion from yesterday. After 2 weeks, include the words in a test. Provides a quiet opportunity to check roll and start the class.

Rosemarie DeCoste

* * *

Objectives	Resources
2. (Cont.) Defines and uses the eight parts of speech	2.2 Material to construct Bingo cards
	* * *
	* * *
	2.4 Construction paper, crayons or colored pencils, list of prepositions
	* * *
	2.5 Pen, paper, a definition of the preposition, and an example of a prepositional phrase
	* * *
* * *	* * *
* * *	* * *
3. Recognizes and uses sentence elements and patterns including phrases and clauses	* * *

Activities

2.2 Grammar Bingo: Fix Bingo cards with words that represent various parts of speech or sentence parts. When you call out the particular words, i.e., "noun", all nouns should be covered on their cards. The first to Bingo wins.

Clyde Boyd Junior High Staff

* * *

2.3 Diagram Competition: Divide into teams. Have members from different teams go to the board. Give a sentence to diagram. The first team member to diagram the sentence correctly gets points for that team. The team with the most points wins.

Clyde Boyd Junior High Staff

* * *

2.4 The students are asked to draw a treasure map indicating the steps a person must take to reach the treasure. Then the students are to write a paragraph describing the search. In their description of how to obtain the treasure, they must use twenty different prepositions. These prepositions are underlined. The maps may be shown and shared. It is important to stress that their treasures may be found any place and in any time--past, present, or future. Encourage them to be as innovative as possible. For example, the treasure could be inside a human body. The trip would require floating down a vein, passing through a lung, etc. My students enjoy this activity because it is a break from the tedium of a unit on parts of speech. It also provides a creative writing assignment. The maps can be placed around the room. This idea can be lengthened to suit the needs of the lesson.

Jean Cordes Richard

* * *

2.5 Write a story using prepositional phrases only. Use at least 25 different prepositions. However, prepositions can be used more than once. (It is a good idea to brainstorm topic(s) to give students some ideas.)

Sherry Morgan

* * *

2.6 Make a noun notebook which will be kept all year. See Exhibit LS 2.6.

Doris Maxwell

* * *

3.1 Building Sentences: Have each student add a word to make a complete sentence. They may be assigned one particular part of speech, or they may add different parts of speech at will until a sentence is formed. This is easy to do just by going up and down the rows in class.

Objectives	Resources
3. (Cont.) Recognizes and uses sentence elements and patterns including phrases and clauses	3.2 Teacher-made worksheets and the Basic Facts Sheet
	* * *
	3.3 Noun notebook, see Exhibit LS 2.6
* * *	* * *
4. Identifies and writes simple, compound, and complex sentences	4.1 Pen, paper, subject given by teacher
	* * *
	* * *

3.2 At the beginning of the year all students are given ten sentences to analyze. These are saved, ungraded. At the end of the first semester, the same ten sentences are given again. Again, they are saved, ungraded. At the end of the simple sentence analysis unit (used most of the year) the same ten sentences are given. This last paper is graded, and the grade recorded. This paper and the other two are returned. The key is placed on a transparency enabling the student to note his/her progress.

Jean Elder

* * *

3.3 Have the students make a noun notebook. Even the lowest student will feel a sense of accomplishment doing the picture section. Finding the sentences in magazines and newspapers does so much for the average and above average student.

Doris Maxwell

* * *

4.1 3-Point Paragraph Teacher gives a subject (phrase), preferably one related to current school activities, seasons, or holidays. Students write a topic sentence about the subject using following outline.

I. Topic sentence

II. Three Examples:

  a. One sentence about first example
  b. One sentence about second example
  c. One sentence about third example

III. Clincher (unifying statement)

Sherry Morgan

* * *

4.2 What Luck! Students use the phrases "What Good Luck" and "What Bad Luck" to start every other line of the poem. Suggested length around 8 lines. Rhyme, optional.

Example: What Good Luck. I found a dollar.
What Bad Luck. It was my brother's.
What Good Luck. He said I could keep it.
What Bad Luck. But only if I mowed the lawn, etc.

Students can readily identify with this since they've experienced luck which seemed good but turned out to be the opposite. This has always been a successful activity.

Ellen Hood

* * *

Objectives	Resources
4. (Cont.) Identifies and writes simple, compound, and complex sentences	4.3 Dictionary or spelling book glossary
	* * *
	(continued)

Activities LOWER SECONDARY

4.3 Example lesson using five vocabulary words in six exercises:

Write the parts of speech on the lines after each definition as: noun, verb, adjective or adverb. Some words may be used as more than one part of speech. Use the dictionary or the glossary in back of your spelling book.

THROW	to toss, to hurl	verb
WISE	having good sense	adjective
COLOR	a hue or tint	noun
ALMOST	nearly; all but	adverb
LODGE	a living place, a cabin, an inn	noun

Helen C. Baikie

* * *

4.4 Romeo and Juliet

A. Write an essay on one of the following:

1) Why is Romeo's love of Rosaline so important at the first of the play? Why does Shakespeare give it so much attention when we never see Rosaline?
2) What kind of character is Lady Capulet?
3) Discuss the sonnet used in the dialogue between Romeo and Juliet. I.V.
4) Discuss the use of soliloquy in Romeo and Juliet.
5) Discuss Shakespeare's use of dichotomy and/or paradox in the play.

B. Give an oral report on one of the following:

1) Shakespeare as a man and playwright.
2) Elizabethan England and the influence of the period on the play.
3) Theatre in the Elizabethan Age, including the Globe Theatre.

C. Creative Writing:

1) Write a soliloquy, using appropriate language, for a main character of the play. Specify where and when it would occur
2) Write a sonnet (Shakespearean).
3) Write a scenerio for a modern version of the story (not West Side Story, please).
4) Write a parody of the story (see Richard Armour).

D. Oral Interpretation and Improvisation:

1) Interpret one of the following for the class:
    a. Queen Mab's speech
    b. Scene between Romeo and Juliet

(continued)

Objectives	Resources
4. (Cont.) Identifies and writes simple, compound, and complex sentences	
* * *	* * *
5. Identifies and corrects common errors in sentence structure including fragments, comma splices, and run-ons	5.1 Teacher-made worksheet of 5 scrambled sentences
	* * *
* * *	* * *
6. Classifies sentences according to meaning including declarative, imperative, interrogative, and exclamatory	
	* * *
* * *	* * *

4.4 (Cont.)
- c. Nurse's speech
- d. Scene between Juliet and her mother

2) Improvise a scene between: (what would happen if?)
- a. Tybalt and Romeo at the feast
- b. Tybalt and Juliet after the feast
- c. Capulet and Montague after the feast
- d. Romeo telling Tybalt that he and Juliet are married
- e. Juliet telling her parents that she is already married

C. Buchwald

* * *

5.1 Scrambled Sentences

Arrange the words after each number to make a correct sentence. Use capital letters at the beginning of the sentences.

1) acts he before thinks a wise man. A wise man thinks before he acts.
2) to me the ball throw. ____________________
3) ready almost lunch is. ____________________
4) for a night please lodge us. ____________________
5) your book color is what. ____________________

Helen C. Baikie

* * *

5.2 My Own Sentences

1) (lodge) ____________________
2) (wise) ____________________
3) (almost) ____________________
4) (color) ____________________
5) (throw) ____________________

Helen C. Baikie

* * *

6.1 Discuss the difference between commands, statements, questions, and exclamations. Stress the learning of the correct punctuation for each type of sentence. Ask students to make oral sentences of each type, then have the students write sentences of each kind. The sentences may be humorous and ridiculous. Example: We now have seventy-two minutes for lunch at Western Oaks Junior High.

Putnam City Western Oaks
Junior High Staff

* * *

6.2 Write ten verbs on the board. Have the students write a declarative, imperative, interrogative, and exclamatory sentence with each verb.

* * *

Objectives	Resources
7. Uses linking verbs with complements and auxiliary verbs	* * *
* * *	* * *
8. Recognizes and defines gerunds, participles, and infinitives	8.1 Any group of 20 to 30 vocabulary words that are a mixture of adjectives, adverbs, verbs, and nouns can be used. If this is not the case, allow the students to use varying forms of the words. Warriners' vocabulary unit, Chapter 27; Harcourt, Brace and Jovanovich Pub. Co. * * * 8.2 Old magazines and pamphlets, scissors and paste or scotch tape; large sheets to make the collage are also needed.
* * *	* * *

Activities LOWER SECONDARY

7.1 Write 10 sentences without a verb. Write sentences with simple subjects and a compound verb, as well as sentences with compound subjects and a simple verb.

Lenora Thorsen

* * *

7.2 Write plural verbs on the board with a list of singular and plural nouns. Ask the students to match as many as possible with correct noun-verb relationship.

Lenora Thorsen

* * *

8.1 Introduce all verb forms used as other parts of speech, i.e., gerund, infinitive, and participle. Teach sentence combining. Do many practice sheets on finding, using, and punctuating verbals and verbal phrases. Review sentence patterns as part of this process.

Give a pre-test to determine the students' needs.

Putnam City Central Junior
High Staff

* * *

8.2 Gerunds, participles, and infinitives:

"I believe one important natural function of laughter is to help us control our emotions." Steve Allen

Rewrite this sentence in as many of the following ways as you can. Use the same words that are in the sentence, but change the form and the order as required. Each rewritten version should be a single complete sentence.

1) Start with To Believe

2) Start with Believing

3) Start with To help

4) Start with Controlled emotions

5) Start with Laughing is one important natural function

* * *

Objectives	Resources
9. Recognizes and corrects misplaced modifiers	* * * 9.2 Old newspapers and magazines. Sheets of paper to do the pasting on
* * *	* * *
10. Follows basic rules of capitalization and punctuation	10.1 Old magazines and newspapers * * *
* * *	* * *

Activities LOWER SECONDARY

9.1 After having students define a given set of vocabulary words and write meaningful sentences using these words, try an activity which might help to instill the word meanings in the students' minds. The stu-dents are grouped in threes. Then they are asked to take out their lists of words and definitions. The groups have a choice of writing either a scary story or fairy tale using all the words from the list correctly in the story. The stories could begin in one of two ways:

1) It was a dark, ominous night. . . (Ominous was one of our vocabulary words)

2) Once upon a time as _____ was meandering through the woods. . . (Meandering was also a vocabulary word)

Once the students have been given this much of a start, i.e. the optional beginning, they have little trouble in creating very interesting and funny stories, which are then presented for extra credit. Presenting in groups of three also works very well because one student could be the narrator, while the other two students act out the story line. This activity works well with honors classes and regular classes.

Jeane Blevins

* * *

9.2 After studying the vocabulary list ask the students to make a collage of pictures relating to the list. Provide old magazines and pamphlets. Encourage students to use words on collages in class discussion and written communications.

Lenora Thorsen

* * *

10.1 The students clip paragraphs from newspapers and magazines to analyze the capitalization and punctuation. The completed paragraphs are presented to a group or to the class with an explanation of the uses and correction of any errors.

The class is drilled on capitalization and punctuation extensively throughout the year. All sentences written for the teacher are counted as incorrect if they do not begin with a capital letter and end with the proper punctuation mark. The students soon learn to be more careful.

Putnam City Central Junior
High Staff

* * *

10.2 Students select one conversation and write it in detail. It is hoped that it will be interesting. Students exchange papers to grade, concentrating only on quotation marks and commas for direct quotations.

Putnam City Central Junior
High Staff

* * *

Objectives	Resources
11. Writes friendly and business letters	11.1 Excellent examples of the following types of friendly letters in the supplementary text, Building Better English, can be found. 1) Note of invitation 2) Note of regret 3) Bread and butter note 4) Note of thanks 5) Friendly letter * * *
	11.2 Atlantic Magazine and Building Better English, or any grammar book Building Better English; McDougal, Littell & Company; 1978 * * *

(continued)

Activities

LOWER SECONDARY

11.1 The teacher has the students answer a letter that he/she has written. In the letter the teacher covers the pep club dance, assignment in English, and chatty news about friends. The letter is intended to go to a person who has just moved away.

Allow students to write one of each type of note on the letter. If a member of the class had a protracted illness, the classmates wrote a letter. The letters were stapled together as one long letter and made into a scroll. Recipients of such letters were very appreciative, and the senders were happy that their letters were really mailed.

Jean Elder

* * *

11.2 The teacher composes a list of free ads from the back of Atlantic magazine for students to use to write a business letter of request. Students follow form in grammar book. After letters are checked and rewritten, they are mailed to the companies. This is nice because the students usually receive interesting and informative replies.

Betty Bagley

* * *

11.3 Writing Business Letter:

Unit concepts and objectives:

At the end of this unit, the student should be able to:

1) Write business letters that include the following parts in the correct form: heading, inside address, formal greeting, body, closing signature, and enclosure notation.
2) Write business letters using the correct capitalization and punctuation.
3) Write checks using the correct format.
4) Fold the letters for either long envelopes or short ones.
5) Address the envelopes correctly.

Also, the student should be able to compose the content of letters for various business situations with politeness and clarity to the satisfaction of the teacher.

Organization of Activities:

1) Assignment: Use blank typing paper to make a poster advertising your favorite rock group in concert or some kind of a big race. Then have students list on the board the information required on the poster:

   The name of the rock group or the type of race, the location, the time(s), the date(s), and cost of the tickets--have expensive seats and cheaper seats, where to write to order tickets--put the full address including the street address or P.O. box, the city, the state and the zip code.

(continued)

Objectives	Resources
11. (Cont.) Writes friendly and business letters	

* * *

* * *

* * *

* * *

Activities

11.3 (Cont.)

We also discuss how the poster needs to be eyecatching and neat!

2) Tape the posters up all over the walls. (The students help grade them.)
3) Hand out sample letter and review business letter format, punctuation, capitalization, methods of folding, method of writing checks.
4) Assignment: Choose a concert or race and write a letter to that ticket agency for the more expensive seats, include your check, fold for a small envelope, and address the outside.
5) Deliver the letters to other students in a different hour. Assignment: Play the role of the ticket agency and write a letter back to this person, explain that the good seats are all taken, so you are substituting the lesser-priced tickets. Include a partial refund check and the ticket, fold for a long envelope, address the outside. File his letter into file cabinet.
6) Deliver the letters to the addressees. NEWS FLASH! All concerts and races have been cancelled by the city council because of safety hazards! Assignment: Write another letter to the ticket agency asking for your money back, include your tickets, fold for a small envelope, address the outside, and add ATTN: and the name of the person who wrote to you. Deliver the letters to the addressees. Assignment: Once again play the role of the ticket agency and write a letter to the person apologizing for the inconvenience. Included a check for their full refund. See Exhibit LS 11.3

Diana Purser

* * *

11.4 Write a letter to one of the television networks expressing your opinion on programming or coverage.

ABC, 1330 Avenue of the Americas, New York, N.Y. 10019
CBS, 51 West 62nd Street, New York, N.Y. 10019
NBC, 30 Rockefeller Plaza, New York, N.Y. 10020
PBS, 475 L'Enfant Plaza, West, S.W., Washington, D.C. 20024

Diana Purser

* * *

11.5 Write to a large corporation and ask for copies of their staff newspaper (called a house organ). Give these to the journalism teacher.

Diana Purser

* * *

11.6 Write to a local car dealer or to the national office of a major producer. Ask that copies of their consumer trade magazine be sent to your library. Examples: Chevrolet's Friends or Dodge Adventurer.

Diana Purser

* * *

Objectives	Resources
11. (Cont.) Writes friendly and business letters	* * * * * * * * *
* * *	* * *
12. Identifies and uses the components of expository, descriptive, and narrative writing in paragraphs	12.1 Newspaper articles over subjects of timely and lasting importance, such as historical articles, adventure articles, human interest stories, romance stories, and stories of organized crime * * *

11.7 Write to a political candidate for literature on his/her position. Share this material with a political science teacher.

Diana Purser

* * *

11.8 Write a letter to one of your U.S. Senators. Tell him/her what your opinion is on a contemporary national issue. Be sure to address him/her properly.

Diana Purser

* * *

11.9 Find out who your state representative is. Write a letter to him/her, expressing your opinion on a controversial local issue. Be sure to address him/her properly.

Diana Purser

* * *

11.10 Write a letter to the President of the United States. Give your opinions about some current issue.

Diana Purser

* * *

12.1 After studying short story elements and ways of beginning short stories, it is necessary for the student to find a suitable topic before he/she can start work. In order to help my ninth graders in this task I started collecting newspapers articles that I found interesting, sad, bizarre, etc. These were in no specific order when passed around. The only directions were for the student to find some article that might give him/her an idea of a topic. Some very original and interesting stories developed from this activity. Sometimes the students used the story line in a varied form, sometimes they took only a phrase from the story that reminded them of a topic of their own; sometimes they only used the character in the article and changed his/her circumstances. Even the students who did not use the articles (even though they had looked at them) came up with orginal topics. I believe this activity served as a type of brainstorming for fiction writing.

If the articles are placed in folders according to general topics, they can be used to an even greater degree not only for fictional ideas, but also for expository writing.

Jeane Blevins

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Objectives	Resources
12. (Cont.) Identifies and uses the components of expository, descriptive, and narrative writing in paragraphs	12.2 Sunday "Funnies", one comic strip for each student in the class
	* * *
	* * *
	* * *
	12.5 Classroom set of airline time tables, brochures from travel agencies, books, magazines, and newspapers
	* * *

12.2 Distribute "Funnies", one comic strip to each student. Students may use same title as comic. They should rewrite the comic in narrative form, using the exact dialogue in the comics. Grading emphasis will be on correct use of quotation marks and paragraphing. Start collecting Sunday "Funnies" several weeks in advance, or get the students to bring them. Select comics that have dialogue involving two or more characters. If possible, laminate each comic to prevent "wear and tear."

Shannon Bilbo

* * *

12.3 In a short paragraph, describe yourself thoroughly. Hair color, color of eyes, shape of face, etc., should be included.

Assign numbers on the paragraphs instead of names. Send these to the art department. (Of course, do this with the cooperation of the art teacher and art students.)

The art students then draw and color a portrait of the student using only the information within the paragraph. (The numbers hide the writer's identity.) The portraits are numbered by the art student (for art credit by the art instructor).

These portraits are then delivered to the English student. The portrait shows the English student that his/her descriptions are either vague or clear.

Shirley Ahlschlager

* * *

12.4 Ask student to read and review a book that they would recommend to other students. These can be compiled and presented to all English students the following year.

Jean Rabb

* * *

12.5 Planning a Vacation Flight:
Each student plans a trip of his/her own choosing, charting flight, times of departure and arrival, stopovers and changes, flight numbers, and length of stay.
A written report is assigned, giving a descriptive account of places "visited", with accurate highlights of opportunities offered. Tests are given over assigned materials from airline timetables and time zone maps.
Options: Collage depicting the places visited
Poster exemplifying highlights of the trip
Daily journal of an imaginary trip
Comparison/contrast of people, customs, climate, and money exchange.

Anne Wallace

* * *

Objectives

12. (Cont.) Identifies and uses the components of expository, descriptive, and narrative writing in paragraphs

* * *

Resources

* * *

* * *

Activities LOWER SECONDARY

12.6 Each of the three team classes will create a model town of their own. Each class will decide upon a geographic location, population, and name for their town. Each class will be divided into five small groups which will have the responsibility for the development of a specific aspect of their town:

1) Government
2) Farming, industry, and commerce
3) Education
4) Culture and recreation
5) Civic agencies and public services

Instructional emphasis will be placed in three areas:

1) Use of Communication Skills
   a. Discussion, argumentation and debate
   b. Reasoning and logic
   c. Parliamentary Procedure
2) Appropriate application of principles of law and government.
3) Appropriate application of understanding of earth sciences in city planning.

The Unit Project will be a city council meeting in which each group presents an item for the agenda. Each group will be responsible for placing a well-written ordinance, resolution, or other item on the agenda and for arguing persuasively at the council meeting. Each group will have the additional responsibility of considering other items on the agenda and arguing appropriately.

All three team teachers will be working with you to guide your research in this unit. See Exhibit LS 12.6.

Mr. Berglan, Mrs. Buchwald,
and Mr. Fuson

* * *

12.7 "Yesterday, When I Was Young":

1) Discuss the idea of interviewing older people. Talk about how one can courteously ask another about the past. Discuss the idea that talking to people who have lived most of their lives might provide us with clues about living our own lives.

2) Discuss with the class ways in which older people might be contacted and asked if they would be willing to talk about their past. The teacher might make a contact at a local home that would allow students to interview people who live there.

3) Have each student contact and interview an elder person.

4) Using these notes, have each student write a biography of the person they interviewed.

Jeannie Sanders

* * *

Objectives	Resources
13. Locates and uses library resources	13.1 Textbook unit on "Library Skills" Card catalogue, pamphlet file, and vertical file *Abridged Readers' Guide* and back issues of magazines Encyclopedia and yearbooks Almanacs, atlases, biographical dictionaries Appropriate work sheets
	* * *
	13.2 Library; get at least three resource materials

(continued)

Activities

LOWER SECONDARY

13.1 Library Skills:

1) Library Skills unit is introduced with the textbook unit. Examples of materials listed are shown in the classroom, and students complete worksheets on general library organization.

2) Students complete work packets emphasizing skills in using the card catalog for author, title and subject card location, the Abridged Readers Guide, the vertical files and pamphlet files, and in locating encyclopedias, yearbooks, almanacs, atlases and biographical dictionaries in the library.

3) Students "draw" one card from each of five different categories--encyclopedias, Abridged Readers Guide, vertical file, pamphlet file, and card catalog--containing specific questions which must be answered correctly, citing the source and page number. Eight to ten cards are provided in each category to insure that each student is working at all times. The questions are answered on a provided answer sheet. Each student works independently, and each card is placed back in numerical order by subject when finished, making it available for another student to use immediately.

4) Students are graded on their completed worksheets, packets, and "scavenger hunt" answer sheets.

The best evaluation of the unit lies in the student's performance in the library locating a variety of sources of information and using that information to write a short paper used as a research project. The work is done independently with teacher help in locating materials which have been unfamiliar to the student.

Kit Johnson

* * *

13.2 The student becomes the author and dresses in the fashion of the times in which the author lived. Hair is styled the same. If the author had an impediment, so does the student. The student can only have one 3x5 card. The student also has to elaborate about one of the authors works.

Portrayal of an Author

I. Should be three to four minutes. (5 pts.)

II. Should set the mood by becoming the author. (20 pts.)

III. Should give the following information: (50 pts.)

   A. Early life - surroundings, influences, parents.
   B. Successes, failures - major accomplishments, mentioning, struggles, and failures.

(continued)

Objectives	Resources
13. (Cont.) Locates and uses library resources	13.2 (Cont.) Library; get at least three resource materials * * *
* * *	* * *

13.2 (Cont.)

C. Later life - were those years spent in fame, comfort, doing same type of work, new challenges, etc.

D. Problems - confronted during his/her career. What he/she did about them.

E. Personal qualities - character, personality, intimate affairs conduct, etc.

IV. Choose one of author's works and elaborate about it. Choose one that is well known. (25 pts.)

A. Write a summary.
B. Discuss the main character.
C. Discuss what motivated his work.

Cheryl Monts

* * *

13.3 Exercise 1. Use the Dictionary

LODGE WISE ALMOST COLOR THROW

Put the words in alphabetical order:	Number of syllables:	Show how to say the words by marking accents:
almost	2	ol'most

Exercise 2. Missing Words

Write the missing words in the sentences.

LODGE WISE ALMOST COLOR THREW

1. Dinner is ________ ready.
2. Please ________ us for a night.
3. Did you ________two clowns?
4. A ________skater will not skate on thin ice.
5. John ________ the ball to me.

Helen C. Baikie

* * *

Objectives	Resources
14. Identifies and uses synonyms, homonyms, and antonyms	* * * 14.2 Prepare a list of synonyms for the students to work from.
* * *	* * *
15. Reads, identifies, and analyzes basic literary genres including poetry, short story, myth, novel, non-fiction, drama, and science fiction	15.1 Teacher-made booklet about gods, goddesses, and myths, hero legends in Outlooks (Scott-Forsman; 1968 and 1976); selections from the Aeneid, The Odyssey (Adventures in Reading; Harcourt, Brace World; 1963 * * *

14.1 Each child brings a hat from home in a paper sack. When called upon, each student steps outside the door and returns wearing the hat. The student now talks and behaves as if he were the hat speaking to the class. The hat reveals to whom it belongs, where and how it has managed to exist up to the present time. It may also reveal funny or unusual experiences it may have had. The student makes the effort to abondon her/his own personality and assume that of the hat. Voice, actions, and small, convenient props may assist the student in creating the idea of an animated talking hat.

More aggressive and outgoing children are provided an opportunity to entertain the class. The more timid and shy children use the hat as a cover or mask; therefore, performing before the class becomes less threatening.

Sharon Turner

* * *

14.2 Give the students a list of 6 words and ask them to list as many synonyms as they can think of for the words (do not use a dictionary). Select 6 synonyms and write an original sentence with each one.

Provide the students with a list of 6 words and ask them to write a sentence containing an antonym for the given word.

The teacher will dictate sentences using the following homonyms. The words must be spelled correctly.

aisle (I'll)
clause (claws)
dual (duel)
minor (miner)
colonel (kernel)
peeled (pealed)
reel (real)
principal (principle)
new (knew)

Lenora Thorsen

* * *

15.1 "Philosophers" (Outlooks)

The film, Oedipus
Show color slides of Greece and Rome
Read the play, The Trojan Horse by Archibald MacLeish
VHS: Jason and Argonauts
See the movie, Ulysses, from Films, Inc.
Greek Alphabet

Have students keep a notebook of information on gods, goddesses, and myths.

Include in the student writing assignments acrostic poetry, journalistic poetry, and character sketches.

Have students write their own myths. HONORS only: Read Antigone.

Ruth Barr

* * *

Objectives	Resources
15. (Cont.) Reads, identifies, and analyzes basic literary genres including poetry, short story, myth, novel, non-fiction, drama, and science fiction	15.2 Part I: Suggested reading list; "By the Waters of Babylon", "A Sound of Thunder", "Examination Day", "Planet of the Apes", Monsters, Madmen, and Machines * * * * * * * * *

Activities LOWER SECONDARY

15.2 Part I: Review terminology of literary discussion: plot, characterization, theme, conflict, climax, setting, protagonist, point of view. Have students keep a list of terms in their folders.

Test students on vocabulary words before reading the stories.

Introduce the term "willing suspension of disbelief".

Introduce the history of science fiction and compare science fiction to literature of the supernatural.

Assign creative writing in science fiction following "Motel of the Mysteries" (a spoof science fiction dating to the 4,000's).

Example: archeologists uncover a junior high in year 5,000.

Show film: Monsters, Madmen, and Machines
Show film: Planet of the Apes

Encourage science fiction art work for optional assignments.

Jean Elder

* * *

15.3 Distribute science fiction crossword puzzles and assign job application forms to students in Practical English.

Example: Help wanted to operate a museum on the moon.

Introduce: the parable, Biblical language, déjà vu.

Have the students work in groups on study questions.

Discuss clues in literature.

Jean Elder

* * *

15.4 Have the students create their own coat of arms during the study of heraldry. (Time-Life Handicraft Books)

Engage students in group work concerning irony on "The Cask of Amontillado". Students will also listen to the recording of the story by Basil Rathbone.

Enact the trial "State vs. Baumer-Murder One" from "Bargain" in class.

Assign writing assignment to compare Montresor with Mr. Baumer and Fortunato with Slade.

Jean Elder

* * *

Objectives	Resources
15. (Cont.) Reads, identifies, and analyzes basic literary genres including poetry, short story, myth novel, non-fiction, drama, and science fiction	15.5 "The Cask of Amontillado" (irony) "Bargain" (characterization) "The Gift of the Magi" (chiastic resolution) "The Leader of the People" (theme) "Junius Maltby" (plot) Biographical material for Ray Bradbury, Edgar Allan Poe, and John Steinbeck, presented in lecture and with slides These stories and film are suggestions, material of a similar nature may be used to develop this unit * * *
	15.6 Norman Teacher Service Center, Norman, Oklahoma

(continued)

15.5 Discuss good versus evil and a definition for murder. (The narrator is used as a minor character.)
-Look for details of setting.
-Introduce situational irony.
-Have the students do two character sketches.
-Have the students perform a jury trial. (State vs. Baumer)
-Read and discuss stories paragraph by paragraph.
-Talk about the Masonic Order, Mardi Gras, canals in Venice, catacombs and sherry wine.
-Read the essay, "Montresor's Revenge Succeeds" and "Montresor's Revenge Fails." (Class size sets.) Discuss and have students write an expository paragraph about achieving revenge.

Jean Elder

* * *

15.6 Name of Unit: The Short Story

A. Major Idea:

The short story shares characteristics, elements, and literary conventions with other literary genre. The short story is a brief and concise example of these literary conventions. (See A of Exhibit LS 15.6 for terms and concepts.)

B. Behavioral Objective:

The students will complete two phases of the unit:

1) All student will read Unit One in Studies in the Short Story. They will also study the "Dictionary of Questions for Understanding Literature" in the same book. The stories in Unit One include:
   a. Frank O'Connor: "The Man of the House"
   b. Richard Connell: "The Most Dangerous Game"
   c. John Steinbeck: "The Leader of the People"
   d. Elliott Merrick: "Without Words"
2) Each student will select one of three alternative packets to complete. (For reading selections, see Appendices B, C, and D of Exhibit LS 15.6.
   a. Humor and Wit
   b. Mystery and Suspense
   c. Historical Development of the Short Story

The student will be required to read 5 selections from the packet and complete 3 individual assignments and 3 dyadic or small group assignments. Two of the assignments must be oral.

All students will be required to take a written examination over the the unit. 90% of the students should make a passing grade (60% or better) on the examination.

Students will demonstrate understanding of the short stories through satisfactory achievement on oral activities, written activities, and

(continued)

Objectives	Resources
15. (Cont.) Reads, identifies, and analyzes basic literary genres including poetry, short story, myth novel, non-fiction, drama, and science fiction	* * * 15.7 Teacher's list of literary terms and diagram of plot triangle; short story from any available literature book
* * *	* * *
16. Defines theme, plot, setting, conflict, characterization, protagonist, antagonist, and point of view	* * *

15.6 (Cont.) written examination. Satisfactory achievement will be an average grade of 60% or better for 95% of the class.

C. Learning Activities:

1) Strategy will include individual, small group, dyadic, and large group activities.

2) Method will include individual reading and research, class discussion, expository and creative writing, and oral presentations.

3) Technique will be the Inquiry method. See Table 1, Exhibit LS 15.6.

C. Buchwald

* * *

15.7 Hand out a ditto copy of "Analyzing the plot of a short story" to each student. (See Exhibit LS 15.7a.) Class discussion of the meaning of each term. Give examples, etc.

Assign a story to be read for analysis the following day.

Discuss story in class and agree upon pertinent information for triangle such as protagonist, climax, etc. It is a good idea to work one triangle together as a class so students will get the idea.

Assign a second story to be read and a triangle to be worked by the students without the teacher's help.

This lesson plan works especially well for a story in which the plot is the emphasized element. (See triangle for "Adventure of the Speckled Band." It can be used, however, for any story.) See Exhibit LS 15.7b.

* * *

16.1 Split your class into groups of three. Each group is to develop a script for puppets with a protagonist, an antagonist, a basic conflict, and a resolution. Supporting characters can be added as needed to fill out the plot. Have the students make hand puppets that fit the character of their story in appearance and personality. Each group will now design some sort of representative background, stage the play, and present it for the remainder of the class, using whatever voices, sound effects, and light needed to get the story across.

This project takes a bit of time, but it is an excellent way to quickly introduce your students to the problems of character development, make-up, staging, lighting, sound effects, voice projections, and the actor-to-actor relationship.

Dr. James Brock

* * *

Objectives	Resources
16. (Cont.) Defines theme, plot, setting, conflict, characterization, protagonist, antagonist, and point of view	16.2 The library for research pertaining to background information surrounding this time period. Also available, materials in the form of pictures and pamphlets; condensation of Schabel's A Portrait in Courage are studied in order to give the students an adequate background for the play. Students make reports on World War II concentration camps and the version of The Diary of Anne Frank is shown
	* * *
	16.3 Communication: The Transfer of Meaning, Houghton Mifflin Co., 1975
	* * *

16.2 With about three years of planning and building, the students complete a scaled model of the building in which the Franks and their friends hid. The floor plan given in the diary is used, along with pictures from Amsterdam for guides. The building is encased in plexiglass for protection in the years to come. It is completely furnished and has lights in each area. The furnishings, as well as the building, appear quite crude, but are a very near likeness to the annex.

The following projects may be assigned in connection with *The Diary of Anne Frank*:

1) Keep a diary for one week of important events, incidents, thoughts, and feelings.
2) Make a book report on some book about World War II or Anne Frank.
3) Make a collage showing the important aspects of *The Diary of Anne Frank*.

Aileen Smith

* * *

16.3

The Parable of
THE BLIND MEN AND THE ELEPHANT
John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The Second, feeling of the tusk
Cried, "Ho! what have we here
So very round and smooth and sharp,
To me 'tis very clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal
And, happening to take
The squirming trunk within his hands
Thus boldly up he spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The Fourth reached out an eager hand,
And felt about the knee:
"What most this wondrous beast is like
Is very plain," quoth he;
"Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can
This marvel of an Elephant
Is very like a fan!"

The sixth no sooner had begun
About the beast to grope
Than seizing on the swinging tail
That fell within his scope.
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong.
Though each was partly in the right,
They all were in the wrong!

C. Buchwald

* * *

Objectives	Resources
16. (Cont.) Defines theme, plot, setting, conflict, characterization, protagonist, antagonist, and point of view	16.4 SRA Level 3A - Springboards Reading for Concepts Readers's Digest Stories Jamestown Classics Pendulum Press Stories
* * *	* * *
17. Spells multi-syllabic words	17.1 Continuous Progress in Spelling, Economy Co., 1977 Intermediate Level
	* * *
	* * *
	17.3 List of common roots, prefixes, and suffixes; dictionary
	* * *

16.4 Students read a short story (on their reading level) which may have anywhere from 4 to 20 paragraphs. Comprehension questions are included at the end of each story. These questions are written in a variety of forms, such as: multiple choice; completion; fill-in-the-blank; putting events in the correct order; true/false; finding a word that matches a certain definition, etc. The answers are turned in and are usually graded that day. The students then correct the wrong answers, and the questions are discussed, if necessary.

If students grade their own daily work, they sometimes cheat. Also, they do not undrestand the reason why they made a mistake. Many times they fail to look up the correct answers in the material, unless the teacher makes them do it.

Adrian Savage

* * *

17.1 Spelling words are listed according to levels, starting with 1 and going to 16. Many students start with level 9. They study their words by themselves, and take a written test given by the teacher or another student. The teacher grades the test. The students write the words that they missed five times each. Then they take another test over the words. Any words missed a second time are written 10 times. These words are given in a third test. The process is continued until all the words are learned. The students proceed to the next level when they have mastered the one they are on.

Adrian Savage

* * *

17.2 Word Hunt:

Especially near a holiday when there are a few minutes or a partial period, students like to use the holiday word to find as many words as possible from the word. To add a little incentive, you might allow a bonus point or two for each word the student can make from the one word given. They can only use the letter as many times in their word as it is used in the given word. The length of their lists will surprise you.

Clyde Boyd Junior High Staff

* * *

17.3 Class discussion of common roots, prefixes, and suffixes:

1) Students invent "new" words by combining prefixes, suffixes, and roots.
2) They check the dictionary to make sure the word does not exist.
3) Using the accurate meanings of the word parts they write dictionary entries for their words, including part of speech and definition.
4) Ambitious students will also include the etymology of their words.

C. Buchwald

* * *

Objectives	Resources
17. (Cont.) Spells multisyllabic words	
* * *	* * *
18. Recognizes bases and inflected words	* * * * * *
* * *	* * *

17.4 A few rules to keep spelling a realistic program are:

1) Concentrate on those common pesky words which account for a remarkable 90% of student spelling errors.
2) Put the spelling words into sentence contexts.
3) Encourage the development of useful spelling rules by the student and ignore spelling rules that apply in exceptional cases.
4) Include supplementary lists and exercises as a challenge to ambitious students.

Basic rules for learning to spell words:

1) Look and say.
2) Close your eyes. Think, say, spell.
3) Check. (If you made a mistake, start over.)
4) Cover and write. Check. (If you made a mistake, start over.)
5) Repeat step #4.

* * *

18.1 Have students look for specific errors on which the class agrees in advance. Start with 5 errors and keep adding to the list through the year.

Carol Simmons

* * *

18.2 Evaluation of an expository paragraph: Points

1) Did you answer one of these questions with your paragraph?
What? How? Why?
If so, give yourself 25
2) Do you have a topic sentence?
Do you have 4-5 sentences which develop your topic?
Do you have a concluding sentence?
If so, give yourself 50
3) Have you only misspelled two words or less?
Have you written all sentences with no fragments or sentences put together (fused) with commas?
Have you used correct grammar as much as possible?
Have you avoided using the word you?
If so, give yourself 25

Note: If you have failed to do any of the above, take off -5

June Richardson

* * *

8.3 Start proofreading skills about the third or fourth writing assignment. Students tend to have difficulty finding their own mistakes. To reinforce these skills, put students into small groups and let them proofread each other's paper. The students are then allowed to correct their papers before they are graded. This builds confidence and reinforces proofreading before they are responsible for their own paper. WARNING: some students don't do well in this format.

Sherry Morgan

* * *

Objectives	Resources
19. Proofreads, correcting errors in spelling, punctuation, capitalization, and meaning	
* * *	* * *
20. Defines and identifies literary devices such as simile, metaphor, symbolism, alliteration, and personification	* * * 20.2 Help-Wanted section of daily newspaper for each student and scrambled outline for students to reorganize * * *

Activities

LOWER SECONDARY

19.1 Title - Confused Senses:

Imagine that you are an author who is struck by lightening and your senses become mixed up. What would some of your confused expressions be?

Examples: The blue breeze brushed my shrieking hair.
The waxy song drifted through fringed air.

Ellen Hood

* * *

20.1 Students pick an event concerning the American Revolution and expand it in terms of "every-day existence" through the medium of a newspaper. All decisions regarding content and lay-out format are made by students.

Teri Braddy

* * *

20.2 Title: Writing a Resume:

1) Students will bring to class the help-wanted section of the daily newspaper. They will have circled a job for which they feel they are presently qualified.
2) Students will present various jobs they have selected to apply for.
3) Class will discuss qualities which an employer might look for in an employee.
4) Each student will prepare a list of five qualities relevant to his/her job choice.
5) Using a scale of 1-5, each student will rate himself/herself on the degree to which he/she demonstrates these qualities.
6) Class will have a short discussion on what information from the student's background will convince the employer that he/she possesses these qualities.
7) Each student will make a list of information that he/she thinks will be of interest to his/her prospective employer.
8) Each student will arrange his/her information in an outline. Practice: Give a jumbled outline which the students will rearrange in logical order.
9) Student will write a 100-word paragraph convincing the employer to hire him/her.
10) Teacher will select at random some of the paragraphs and read them anonymously to the class. Class will vote to hire or not to hire the applicant. Class will discuss reasons for selection or rejection.
11) Using insight gained from the foregoing discussion, student will revise his/her paragraph, checking for mechanical errors and overall appearance.
12) Collect final copy.

Bruner, Heitz, Nelson
Sneed, Chastain

* * *

Objectives	Resources
20. (Cont.) Defines and identifies literary devices such as simile, metaphor, symbolism, alliteration, and personification	
* * *	* * *

20.3

DRAMA CRITIQUES

LITERARY CRITICISM is an evaluation of the quality (good or bad) of a literary work.

Criticism implies a reaction on the part of the critic, i.e., you. You liked or disliked the work as a whole. Certain portions, characteristics, elements, or characters caused you to react to the work as a whole.

In order to judge (evaluate) a play, you must have some criteria, standards for judging. Look at the questions on your history of drama unit that are listed under the elements of rational thought. Ask yourself these questions concerning the play you have chosen to critique. Select three or four questions which seem pertinent to your play, or create your own questions concerning the play. Now, where do your questions and answers lead you? Why?

After you have formulated your overall response to the play and the three or four arguments which support your response, you should organize the critique with your evaluation (response) as the thesis statement.

As a reminder, the organization should follow a pattern similar to the outline you were given for the oral reports:

I. Introduction
    A. Attention material
    B. Thesis statement: Evaluation of the play as a whole

II. Discussion
    A. First Major Argument, Main Point
        1. Supporting material
            a.
            b.
        2. Supporting material
            a.
            b.
    B. Second Major Argument, Main Point
        1. Supporting material
            a.
            b.
        2. Supporting material
    C. Third Major Argument, Main Point,......etc....

III. Conclusion
    A. Summary, transition, etc....
    B. Restatement of thesis statement

C. Buchwald

* * *

Objectives	Resources
21. Uses an outline to write a three-paragraph composition including an introduction, body, and conclusion	* * *
* * *	* * *
22. Write cursive words, sentences, and paragraphs in appropriate size, slant, spacing, and line quality	22.1 Small notebook 8"x5" * * * 22.2 Communication: The Transfer of Meaning, Houghton Mifflin Co., 1975
* * *	* * *
23. Distinguishes between fact, fiction, opinion, and inference in media	* * *

Activities LOWER SECONDARY

21.1 When the students have plenty of time to write,they should be encouraged and graded on penmanship. Size, slant, spacing, and line quality can usually be developed when grades are at stake. If the student is pressured by time, such as in a one hour exam, good penmanship should be encouraged, but not graded. The teacher might stress, "If I can read the correct answer, it is correct! If I can't read the correct answer, it is not correct.!" Possible writing activities for grading cursive include those under objective numbers 6 and 24, although any activity will apply.

Sherry Morgan

* * *

21.2 To encourage correct penmanship, teachers can require the following:

1) A line must be skipped after each line of writing.
2) Write only on one side of the paper.
3) No felt-tip pens can be used.
4) Manuscript writing should not be used on papers handed in to the teacher.

Sherry Morgan

* * *

22.1 Each day the students are given 10 minutes to fill one page in their writing notebook on a new topic posted by the teacher. The teacher may use a magazine picture or a newspaper headline. The type of writing is also indicated (description, opinion, narration). The teacher reads aloud from 3-5 notebooks, listing on board effective phrases, figurative language, and good word usage. Class can comment. Teacher can explain new terms. Ideas are shared. Once a week they select one of their entries to expand. This is graded.

Rosemarie DeCoste

* * *

22.2 As class reads through the list of questions, they quickly recognize that all of the statements are inferences. Discussion then centers on what is not an inference. Discussion of "truth" follows:

1) What is true?
2) What is fact?

Attempt to differentiate between fact, inference, and opinion.

C. Buchwald

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23.1 Write a letter to one of the local television stations. Comment on some aspect of their programming or coverage which affects you--pro or con. Be sure to support your opinion.

Diana Purser

* * *

Objectives	Resources
23. (Cont.) Distinguishes between fact, fiction, opinion, and inference in media	
* * *	* * *
24. Recognizes purposes of media message	24.1 Variety of daily and weekly newspapers brought by students, or from school library
	* * *
	24.2 Sorry Wrong Number by Lucille Fletcher
	* * *
	24.3 Newspapers, any part
	* * *
	24.4 Old Newspapers
	* * *

23.2 Write a letter to a local radio station, commenting on their programming or coverage. Check the telephone directory for addresses.

Diana Purser

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24.1 Several days are spent studying newspaper by sections. English editorial sections are read and discussed, and each student writes an editorial. The same is done with the news, advertisements, society page, comic strips. The class votes on the best in each category and compiles a newspaper with each section represented. All of the student's work is used, but those receiving first place ratings are featured. All materials used have to be original. Students may use pictures from newspapers and write corresponding stories or create their own stories. For the comic section, students may draw their own captions, or use those from newspapers.

Otissey Denton

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24.2 When using the play "Sorry Wrong Number" by Lucille Fletcher, Bell Telephone sends out tele-trainers which can be used to "broadcast" the play to other classes.

Jean Elder

* * *

24.3 "Being Precise"
Distribute newspapers so that each student has several pages. Students are to find a story with a character in which they are interested. Then they are to write that person a letter, perhaps expressing appreciation for a job well done, asking for more information, etc. All superfluous words are removed; use the dictionary for help in finding words which contain the exact shade or nuance of meaning. When the student is satisfied that the letter says exactly what is intended, then all other words are removed until the finished product is a precise, succinct telegram. Note: This lesson can be used in reverse; the student may begin with the telegram and construct a letter adding colorful, descriptive adjectives and adverbs.

Edna M. Shoaf

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24.4 Make up a list of questions over an issue in the newspaper. Duplicate questions or write them on the board. Tell students that they can find the answers to the questions in the headlines and in the articles, although a few might be found in the filler, ads, etc. The questions should not be difficult and most answers should be easy to find. They should cover all sections of the paper. Students should have a time limit so that they will be motivated to skim. Students like this activity. It is much like a game. They compete to see who can finish first (accurately, of course). The lesson can be adapted for all levels.

Cathy Ambercrombie

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Objectives	Resources
24. (Cont.) Recognizes purposes of media messages	
* * *	* * *

24.5

SPEECH QUESTIONNAIRE

Name____________________ Class 9 or 10

How long have you lived in City?____________________

Where else have you lived?____________________

What is your favorite subject in school?____________________
least favorite?____________________

To what extra-curricular activities and groups do you belong?

____

What are your hobbies?____________________

What is your favorite leisure activity?____________________

What do you plan to do after graduation?____________________

What career have you chosen?____________________

Check the following items if they appear in your home and provide the further information requested.

______daily newspaper
______record player
______tape recorder
______Bible
______encyclopedia
______paintings
______radio
______dictionary
______telephone

______magazines Which ones?____________________

______television Favorite program____________________

What is your favorite book?____________________

Least favorite____________________

You spend approximately _____ hours per day in leisure-time reading, (not studying) and _____ hours per day studying.

What previous experience do you have in speech?____________________

In what area do you feel strongest?____________________
weakest?____________________

What do you hope to achieve by taking this course?

C. Buchwald

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Objectives

25. Uses media activities as part of classroom projects

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Resources

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25.3 Any story that can be stopped for an open-ended situation

* * *

25.1

COMMUNICATION ANALYSIS

Name____________________________

Assignment: For one 24-hour period, analyze your communication behavior.

1. How much time did you spend in communicating? What percentage of your waking hours did you spend in communicating?

2. Which of the 4 language arts did you use the most? Which of the 4 language arts did you use the least?

3. When did you use a communication system that is primarily oral? When did you use a communication system that is primarily visual?

4. When were you not communicating? (Give several specific examples.)

C. Buchwald

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25.2 Prepare a selected list of authors. Allow students to select the author of their choice. They should prepare a report on the author and several of the works of that author, as well. Specify one day for the students to impersonate one character from one of their author's works. Have the class guess the author that is being impersonated.

Sherry Morgan

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25.3 Read a story and discuss the open-ended concept with students. The story stops at the climax, right before the ending. Students must make up their own ending, write them down, and turn them in. Correct their papers for punctuation and capitalization errors. Then discuss the ending. This activity aids in the quality of communication that goes on between teacher and students. It also helps students to think about important issues.

Adrian Savage

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Objectives	Resources
26. Responds to literature and media through participation in class discussion	26.1 VTR and video tapes of student performances, video taping equipment * * * 26.2 Cassette recorder and polaroid camera * * *

(continued)

Activities

LOWER SECONDARY

26.1 This can be used repeatedly with various units that have videotaping of student performances. During the viewing of the tape, students will comment on what was occurring "off camera." This leads to a discussion of the selective nature of media, appearance and reality, and what the audience sees. Class discussion then moves toward news reporting and selecting events, information, and people to be covered. A good supplemental source which contains a discussion of selectivity is Communication: The Transfer of Meaning.

C. Buchwald

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26.2 Discuss radio, television, newspaper, and magazine commercials and their effects (i.e., children watching cartoons want to use the product advertised or buy the toy advertised).

A fallacy is: a statement that is inconsistent, illogical, incorrect, or deceptive. Hand out the list of fallacies and their definitions. (See Exhibit US 29.2.) Ask students to think of examples of each. The teacher should share a few examples. As a homework assignment:

1) Ask the students to find examples in media for each fallacy.

2) Write a speech, commercial, or something to be used in the media using one or more of the fallacies. However, the more fallacies used, the more obvious they become.

3) Record the media message using a cassette recorder.

4) Draw the message in cartoon form.

5) Make polaroid pictures of the message or person giving the message to illustrate the point.

Sherry Morgan

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26.3 FALLACIES OF CAUSE AND EFFECT -Deny, overlook, distort, or do not clearly establish the cause and effect relationship.

OVERSIMPLIFICATION - "I'm sure Bob will be a better basketball player than Steve; he's two inches taller." Extra height is certainly one reason why some basketball players are better than others. But you oversimplify if you assume that it is the only reason (cause).

NON SEQUITUR - You should also be sure that there is a cause-effect connection when you state that there is one. "I'm voting for Nickels for senator: he has such a good, honest face on television." This is an example of the non sequitur ("it does not follow") fallacy.

POST HOC FALLACY - Closely related to the non sequitur is the post hoc ("after this") fallacy. The assumption here is that because one event follows another in time, the two also have a cause and effect relationship.

(continued)

Objectives	Resources
26. (Cont.) Responds to literature and media through participation in class discussion	

(continued)

Activities

26.3 (Cont.) INTRODUCTORY COMMENTS

1) In striking down the censorship law, the court paved new and important ground in defending the rights and dignity of the individual.
2) The court's decision was actually a vote in favor of smut and filth (same court, same case, same decision).

TRANSFER - This approach involves associating your product or idea with some generally accepted or approved idea which is not necessarily relevant.

1) The mothers of American soldiers cry out for a change in Washington.
2) Try Herb-Fresh aftershave--the one the stars use.

Transfer can also work in reverse (sometimes this is known as name calling):

3) Mayor Daley and his staff faced the difficult task of managing and controlling a mob infiltrated by Marxists, acid-heads, and other perverts.
4) The young idealists remained brave under the vicious assaults of the bloodthirsty mayor and his Fascist henchmen (same demonstrators, same police force).

BANDWAGON - This is the everybody's-doing-it approach.

1) Every day more and more drivers are using STP oil treatment.

2) Don't waste your vote!! Go with the winner: Vote Smith.

ARGUMENTUM AD HOMINEM - This involves attacking a person's personality rather than ideas. "My opponent keeps talking about beautifying America--but just look at how he wears his hair!!"

GOBBLEDYGOOK AND JARGON - This involves using processional or trade terms or polysyllabic words to hide bad thinking or no thinking. "Sinistrality is a partial determinant of undesirable speech problems." Translated, this means, "Left-handedness is a partial cause of stuttering." Once translated, the statement becomes suspect. Can left-handedness, of itself, cause stuttering, or is it possible that both stuttering and left-handedness share some other cause?

FALLACIES OF EVIDENCE - As we have said, the evidence presented in support of a reason should be both pertinent and sufficient.

OVERGENERALIZATION - "Our last two presidents have been involved in graft and corruption. That just goes to show you that all politicians are dishonest." This generalization about all politicians is based on only two examples. In fact, even a large number of instances of dishonesty would be inadequate to justify the generalization, for the reasoning can be shown to be false by pointing to even one honest politician.

(continued)

Objectives	Resources
26. (Cont.) Responds to literature and media through participation in class discussion	
* * *	* * *
27. Investigates the selective nature of media	27.1 Old newspapers
	* * *

26.3 (Cont.) FAULTY STATISTICS - Statistics are used in a misleading way. "The average salary in this store is $10,000 per year." Actually, five workers earn $5,000, three $6,000, one $7,000, and one $50,000. The average is therefore $10,000, but most people assume average to mean typical and would, therefore, be deceived by the generalization.

FAULTY SAMPLING - This occurs when evidence is too selective or too random. "After polling the members of the police department for their opinions, certain men in the town refused to allow the sale of the magazine that the police had termed obscene." But, policemen are not necessarily qualified to determine a matter so complex as obscenity in literature.

EMOTIVE LANGUAGE - The use of emotive language is a typical technique of advertisers, political speechmakers, and others who often think they are being honest and logical, but who are not objective and completely factual.

APPEAL TO GENERAL PREJUDICE - This approach uses words in an attempt to evoke a negative connotation from the reader.

* * *

27.1 Find at least 3 articles from each of the newspaper sections listed below. Mount these in a folder, giving the date of the newspaper, name of newspaper, and the section of the newspaper from which the article was taken. Have students do this daily for 10 days.

Types to be included:

News story - 1 local news, 1 state news; 1 national or international news.

Editorials - local and syndicated

Feature Articles

Sports Story

*Letters to Editor

Reviews - Entertainment, books, etc.

*Advice Column

*Political Cartoons - with an explanation or interpretation.

*Fillers

Articles-News with By-line

In all but the starred items, the student is to underline 3 new or especially expressive words, then define them at the bottom of the article.

Different Activity -An incentive to use vocabulary words could be given by awarding five points for each printed illustration of a vocabulary word studied.

Jenna James

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Objectives	Resources
27. (Cont.) Investigates the selective nature of media	
* * *	* * *
28. Identifies positive and negative aspects of media	* * * 28.2 Film Library resource material
* * *	* * *
29. Critiques media as art form	* * * * * *

Activities LOWER SECONDARY

27.2 Positive and Negative Aspects of Media

"The task of teaching with media is not to do the looking and interpreting for the students. The task of teaching through this medium is to help them learn to look and interpret for themselves to the best of their abilities - which is what they do already, but usually not to the best of their abilities."

Define media in three aspects: factual or the news, entertainment or fiction, and commercial or the ads.

Ask the student to bring to class a good example of each one of the aspects.

After the student has brought an example, ask him/her to define what makes a good television presentation. Let the class discuss the criteria for a good news, entertainment, and commercial presentation.

Once a week have the students bring in a good example of each of the three presentations and a bad example of each of the presentations. Compare the examples brought in after 2 or 3 weeks to see if the students have become more perceptive and discriminative in their viewing.

Gayle Miller

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28.1 Each student should write a critical review of a film or television program. The student's first critique should be a personal reaction and a defense for it. As skills develop, students should look for more complex ideas. For instance, in a television program the student could evaluate the actor's performances, camera angles, lighting, length of speech, effectiveness of dialogues, and theme. However, teachers should not be too critical. They should gradually add ideas to the critique. Information given in the programs can be critiqued. The influence that the programs may have on the way people live can also be included in the critique.

Sherry Morgan

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28.2 Prior to the film:

If the film is a dramatization of a book previously read by the students, have the students envision characters, scenery, and scenes as they expect them to be shown in the film. Allow students to express personal reactions to the film. Explore why one student's reaction differed from another's. What did each student "bring" to the film that caused these reactions?

Gayle Miller

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29.1 See LS 28.1

* * *

29.2 See LS 29.1

* * *

Objectives	Resources
30. Memorizes and recites short selections from prose and poetry	30.1 Literature books
	* * *
	* * *
* * *	* * *
31. Write from dictation	
	* * *
* * *	* * *

Activities LOWER SECONDARY

30.1 Every two to three weeks, freshmen and sophomore classes recited lines from memory. On lines from Shakespeare, certain speeches were worth a set amount of points. Students may choose lines of poetry to be memorized and recited. In all classes there is a good response. In some classes there is almost 100% participation.

S. Orwig

* * *

30.2 Dialing Time.
Students love competition. To encourage memorization of great works in literature, divide students into teams. For example: in Romeo and Juliet the two families make an excellent dividing line. Allow students to recite lines for bonus points. They may say as many as possible until a mistake is made. The students will put forth extra effort so their "family" remains ahead.

Clyde Boyd Junior High Staff

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30.3 The students memorize short selections from literature that they are studying. The selections can be handled in numerous ways.

1) Students can recite to teacher while other students are working.
2) Recitation can be presented to the class.
3) Student groups can memorize scenes and give them to the class. Acting may be included, or the students may just use voice recitation. This is a little more interesting than a speech.
4) Students can memorize passages that express a particular philosophy or theme relating to what has been studied in class.
5) Students can memorize and record a recitation using another student as a monitor. The teacher can listen to the tapes later. This can be done in one day in class using several recorders in various corners of the room. (A little background talking won't matter.) This is more fun for the students, and prevents stage fright.

Sherry Morgan

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31.1 After information has been dictated, put students in groups of 2 or 3. Have the groups compare notes and come up with a complete set of notes.

Lenora Thorsen

* * *

31.2 Assign conversational parts to 3 or 4 students. Ask the class to write the conversation as they hear it. Have the students compare notes when finished.

Lenora Thorsen

Objectives

32. Takes notes, selecting and organizing main ideas

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Resources

* * *

Activities

LOWER SECONDARY

32.1 The student learns to take notes by taking notes. The following is a short unit on "How to Take Notes", "How to Study an Assignment", "How to Study for a Test", "How to Take a Test." Although the teacher is actually dictating these notes, he/she should ask questions so that the students give the answers. With the 3 senses involved, the student remembers better. For instance, "What is the first preparation in taking notes?" The teacher asks the questions similar to the old television program, Jeopardy. When the teacher knows the answer, he/she can ask the question.

Teacher: "What are you doing now?"
Student: "Listening."
Teacher: "Of course, we must listen carefully while taking notes.

Also, it helps if the teacher starts the note-taking by writing the first notes on the board. The following are topics of discussion to promote good study habits:

A. How to take notes:

1) Listen carefully
2) Be neat
3) Number pages
4) Date pages
5) Keep in folder
6) Organize, use simple system, don't get involved with complex outline
7) Be brief, abbreviate, use phrases
8) Take main points
9) Put names/date on handouts so they can be studied with correct unit
10) Always copy notes if absent and write the name of the person from whom they are copied.

B. How to study:

1) Locate exact pages of assignments. Estimate how long it will take to read it. Try to read all of assignment unless very lengthy. If lengthy, read to the end of a particular section
2) Study the title; state it as a question; think what the words mean
3) Glance through assignment looking briefly at pictures, captions, charts, maps, sub-heads, etc.
4) Be a flexible reader; adjust your speed to your needs
5) Look up unfamiliar words in dictionary.
6) Keep up on daily study. NEVER get behind
7) No last minute cramming
8) Keep a special list of terms used in class
9) Study errors on past exams to prepare for later tests
10) Preview with class members (this must be last)

See Exhibit US 11.1 for "Getting ready for the exam", and "General tips for taking a test."

Sherry Morgan

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Objectives	Resources
33. Demonstrates fluency, voice control, and organization in speaking	33.1 Anthologies Preselected short story collection from media center Approved short stories on one theme or by one author * * *
* * *	* * *

Activities

LOWER SECONDARY

33.1 Five minute Oral Presentation:

Individual: Reports, reviews the reading of an excerpt with comments and conclusions, pantomimes.

Small Group: Dialogues, interviews, panel discussions, dramatizations, or pantomimes. Skits may be videotaped earlier and presented to the class with narration or commentary.

Every student participates. Examples of topics are slumber parties, school bus dialogues that include the driver, sign carriers, art directors, prop persons, etc.

Four short stories are read for analysis. At least eight others are studied and have appropriate tests on elements of the short story. The oral presentation replaces the unit final test.

June Justice

* * *

33.2 BRAINSTORMING - Definition--letting the brain run wild with all the fierce freedom of a summer storm--lightning flashes of inspiration, long sparks from clouds to ground, short flashes from cloud to cloud, the random blowing and billowing growth of clouds to great heights, a varied fare of wind, rain, and driven hail--all emanating, not from storm cells, but brain cells!

Brainstorming Activities:

List as many things that you can think of that roll.

List as many things that you can thing of that have corners.

List all the ways that a popsicle stick can be used.

List animals which can be found in a zoo. Write an adjective beside each one.

List names for new musical groups.

List things that could be found in an attic or basement. Write adjectives beside each one.

List foods you would eat with a spoon.

On a wintery day, after looking out the classroom window, list all of the things produced by nature that you saw. Next, make a list of all the things produced by nature that you would expect to see there in the spring.

List things that you can wind.

List things that float in the wind.

Ellen Hood

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Objectives	Resources
34. Writes or dramatizes poems, dialogues, plays and stories	34.1 Tape recorder for taping sound effects, makeshift props and costumes (can be created by students or gathered from home); may be on the stage or audience facilities, or on a smaller scale in a classroom * * * 34.2 William Shakesphere film, information folders on life, royalty, era, works, VHS tapes Anne of a Thousand Days Mary Queen of Scots Romeo and Juliet (1968 version) * * * * * *

Activities

LOWER SECONDARY

34.1 This project is designed to supplement a major unit of study during the year and is created through the joint efforts of the seventh grade honors literature class and ninth grade honors English class. The ninth grade class, after studying techniques used in creating the drama form, adapt a prose form of literature into play form. The seventh grade students then stage a small-scale production of this adaptation. Two years ago students performed an adaptation from Mark Twain's Life on the Mississippi for the school's other English classes. Last year, ninth graders read various O. Henry short stories, chose four for adaptation into play form, and the seventh graders performed the play sequence for the eighth grade honors English class to supplement their unit study of O. Henry. Both plays were video taped, so that they could be used by other schools within the Lawton School System. This activity provides the older, more advanced students with valuable writing experience and gives the younger students an experience in self-expression and oral speaking. For all students it is an effective method of thoroughly studying a worthwhile selection of literature. This is a learning experience that students remember long after others have been forgotten. See Exhibit LS 34.1.

Sheila Sanders

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34.2 Study the unit on Shakespeare at the end of April, then on April 23 have a birthday party for Shakespeare. Each class will have a cake (student-made and decorated) but in order to participate in the party, each student must bring Shakespeare a present (original poem, art character, sketch, etc.) Prior to the party, conduct the study of Shakespeare as follows:

1) Discuss, explain Elizabethan era, kings and queens of England pertinent to this era, life and works of William Shakespeare, Globe Theater design, history, and influence.
2) Read, listen to and discuss each act.
3) Study the vocabulary and important quotations of each act.
4) Require that each student keep an outline of the plot and characters.
5) Require that students write character sketches, exposition, movie reviews, summaries of acts, new articles, and complete orginal art work.

Tawana Cronin

* * *

34.3 Title: I Remember The student is to write a poem in which each line recalls an event or happening from each year of school. An easy way to start is to begin each line with "I remember." The students begin with kindergarten or first grade and conclude with the present year. Rhyme is optional.

Example:

I remember my kindergarten teacher. She was very nice.
I remember the first time I wrote my A, B, C's in the first grade.
I remember the play I was in during the second grade, etc.

Students respond very well to it.

Ellen Hood

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Objectives	Resources
34. (Cont.) Writes or dramatizes poems, dialogues, plays, and stories	34.4 See Exhibit LS 34.4
	* * *
* * *	* * *
35. Employs diverse methods in reporting on reading	35.1 Large selection of paperbacks for classroom use; should be of a wide variety to appeal to the different interests, needs, and levels of the students
	* * *
	35.2 Any story from the Literature Book
	* * *

Activities

LOWER SECONDARY

34.4 Title: Go Togethers
Read poem to students (Exhibit LS 34.4). Students are provided with the first sentence: "I know things that go together."
Each line thereafter contains 2 or 3 things associated with one another.
Each 2 lines may rhyme, if desired. Concluding sentence can be "I know even more than these," or it can be one of the student's choice.

A real winner! And a lot of fun, too!

Ellen Hood

* * *

34.5 Teaching Direct Quotations: Choose a story from a reader and have students rewrite it as a play, using all the direct quotations. This helps them better understand play form and discover that each speaker or quote is found in its own paragraph. After the play is written, produce the play using group activities to draw or make scenery, costumes, sound effects, etc. It is an experience they seem to enjoy very much.

Velta Vice

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35.1 This is an individualized reading program for the English classroom: for example, use the national Drop Everything and Read program and have the students keep a journal on their reading. Do this instead of the usual book report summary. On a designated day or for small blocks of time the students and teacher read from books, magazines, newspapers, or any other interesting material. At the end of the reading session, make an entry in a journal which includes the date, book title, numbers of pages completed, a short summary and personal analysis (How did I feel about a character? etc.). Most students have become excited about this free-reading and enjoy "DEAR" days. Teacher evaluates the journals, makes comments, and returns them to the student in time for the next reading time. Many students read and write in their journals at home.

Dee Richardson

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35.2 Write a friendly letter to one of the main characters in a story. Respond either positively or negatively to that character's action or situation, offer friendly advice, consolation, etc. as you (the student) see fit.

This activity is an excellent replacement for those often "deadly dull" questions at the end of each story in the literature book and provides students with a practical writing experience.

Margaret Brown

* * *

Objectives

35. (Cont.) Employs diverse methods in reporting on reading

Resources

* * *

35.4 Bulletin board or index file Index cards

* * *

Activities LOWER SECONDARY

35.3 ORAL BOOK REPORTS

DATE	TITLE & AUTHOR	COMMENTS

C. Buchwald

* * *

35.4 Upon completion of a book, the student may obtain an index card from the teacher. Information written on the card should include the title, author, and number of pages the book contains. A short, concise, yet interesting review of the book should also be included on the card. Then the student may pin the card on any accessible bulletin board or place it in an alphabetized index file.

The length of time you choose to display the reviews may depend on the interest generated by the class.

Jeannie Sanders

* * *

Objectives	Resources
35. (Cont.) Employs diverse methods in reporting on reading * * *	35.5 Library book * * * * * * 35.7 Materials for a montage or collage Pictures and words taken from magazines or newspapers, crayons, paint, paste or scotch tape, etc. * * * 35.8 Library book (from school library, public library, home, etc.) * * *

35.5 This activity is for the purpose of determining whether a student has really read a book and for the purpose of assigning an objective grade. Take the book and open it 10 times, starting from the front and progressing toward the back space the openings as evenly as possible. Read a passage of dialogue. Say, "Who said that?" Or read a descriptive passage and say, "Who or what does this describe?" You could also read a passage and ask a pertinent question about it. Those students who have read their books usually do quite well. Those who have not read their books usually find it impossible to pass.

Doris Riecke

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35.6 Book Report Review - Students will write their report as a "preview" for others to read. They could include: one-line descriptions of the main characters, a short summary of the plot, a copy of one key scene, a list of questions and answers that might interest a curious reader. Then they should create a book jacket complete with art work or interesting comments that recommend the book.

Clyde Boyd Junior High Staff

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35.7 Book Report Montage or Collage - Have students make a montage or collage that represents their book. They may use pictures, words, etc. from papers or magazines. They may also use crayons, paints, etc. When they have finished, they may explain what various materials symbolize. This provides students with a fresh approach to book reports, and it allows self-expression.

Clyde Boyd Junior High Staff

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35.8 The students select books to read for the nine weeks. They are given an hour each week during class to read their books. DO NOT CHANGE THEM. Otherwise, they must read on their own time. The books must cover one story, preferably not a movie. Sometime each 9 weeks, as the students finish their books, they bring them to the teacher for discussion. (If the subject matter of the book was used to make a movie, the teacher can't really tell if the book has been read.) The oral book report is mainly used to make sure the book was read. The book report counts as a test grade. This activity provides individual conference time with each student, which increases later communication. Because it is oral, students seem to dread the assignment less than if it were written.

Adrian Savage

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Upper Secondary

Objectives	Resources
1. Demonstrates positive self-concept	* * * * * * 1.3 Record player or cassette player * * *

Activities UPPER SECONDARY

1.1 The most successful class project has been the simplest. We call it extra credit. Each student is allowed thirty points extra credit each nine weeks. These points can be achieved through submitting a critique of a play, movie, television show, or book, etc. However, the most popular is the literary reference. Whenever a student sees, reads, or hears a reference from literature in a newspaper, magazine, television program, movie, on a billboard, or any other place, he/she writes it down and hands it in for five extra credit point. Only the first person to submit the reference gets credit, so no one can share (cheat). Both the students and teacher get excited when they hear lines from Macbeth quoted or hear their favorite writer mentioned in a movie. With this integration of classroom work and their daily routines, students realize that what is done in the classroom has a purpose. Much of what the students see cr hear would have little meaning if they had not studied it in class. Self-esteem is also enhanced. The students feel so "smart" when they recognize famous authors, titles of their works, their lines or concepts. English teacher and teachers of other subjects can use this idea to show the importance of the subject being taught.

Sherry Morgan

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1.2 Each student must have two people read his/her poem (or other writing assignment) and sign it before the teacher accepts it. New signatures must be sought with each writing. Of course, the first two people to sign the paper are the best friends. However, the student gets acquainted with other students since it is required that new signatures by obtained with each writing. Eventually, the students ask each other for help and learn to accept criticism. Signers are encouraged to point out best phrases or lines.

Sherry Morgan

* * *

1.3 Each student writes a poem and reads it to the class with appropriate background music. Pauses in the poetry reading or in the music may be needed to enhance the presentation.

Prior to the presentation, the students are taught:
1) proper posture
2) eye contact
3) voice inflection, etc.

Students are graded on:
1) poem
2) music selection
3) poem/music interaction
4) posture
5) eye contact
6) voice
7) overall effectiveness

Students invite parents to the presentation.
Teachers on their planning times are usually interested.

Sherry Morgan

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Objectives	Resources
1. (Cont.) Demonstrates positive self-concept	
	* * *
	1.5 Wall calendar with special days listed. A calendar with the birthdays of famous authors listed is best, Scott-Foresman Company and Gale Research Company publish literary calendars that can be used
	* * *
	1.6 Small elementary school pictures of each student in class and large poster board
	* * *
* * *	* * *

1.4 On designated days each student must read something to the class that he/she has written and likes. The student stands in front of the class and introduces what has been written. The material is read with his/her best voice inflection, etc. Everyone claps when the student is finished. My creative writing class does this on Friday. Students never outgrow the need to "Show and Tell".

Sherry Morgan

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1.5 If the teacher has a calendar with the names of famous authors, the students enjoy knowing what famous author shares their birthday. If a famous author does not share the birthday, the teacher might mention that the student may someday be the first famous person born on that day.

If a famous author does share the day, the teacher stresses that the student has similar potential.

Also, a larger calendar can be placed in the cafeteria or hallway (bulletin board) so that all students can have their birthdays listed.

Display a classroom calendar. Have each student write his/her name on the calendar on his/her birthday. This seems very elementary, but high school students love it when everyone in class knows their birthday. Each day everyone is eager to see whose birthday is that day. (Don't forget to mention the weekend or holiday birthdays on Friday or Monday.)

This also helps students get acquainted by comparing birthday notes. Summer birthdays are acknowledged at the end of the school year.

Sherry Morgan

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1.6 When the students enter high school (or junior high) the teacher obtains an early elementary school picture of each student and makes a collage with the heading "Class of _____".

This can be posted in the hallway so that everyone can see it. No names are listed.

The pictures can be found in the student's folders.

Pat Thompson
Tana Garrett
Rusty Goodsell

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1.7 See US 24.4

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Objectives	Resources
2. Employs clauses and phrases for variety in writing	2.1 This activity is based on material in "Thinking Creatively," a feature in Books 7-8 *Language: Structure and Use*, Scott Foresman Company
	* * *
* * *	* * *

Activities UPPER SECONDARY

2.1 Begin by pointing out that many poets prefer to start their poems, not with ideas or emotions, but with language patterns.

These poets find satisfaction in molding ideas to fit the pattern. Often they find that the pattern suggests ideas to them, aiding expression rather than restricting it. Sometimes a rhyme scheme is involved, but often it isn't.

Have students try writing poems according to the following simple grammatical patterns. They're fun to try, and they provide the added benefit of some basic grammar review.

Suggested Topic: a natural object or event that suggests a certain feeling

Example:	Pattern:
Like a minstrel,	Like a (noun)
the wind	subject
sings among the trees.	predicate.
Are the trees listening?	Question?

Suggested Topic: some natural event, a leaf falling, a flower growing, a storm breaking

Example:	Pattern:
Swiftly,	Adverb
Smoothly,	Adverb
Stealthily,	Adverb
The snake	The + noun
stalks	verb
his unwary prey.	noun and modifiers
Danger!	Noun!

Suggested Topic: learning to do something or to create something

Example:	Pattern:
The kitten	The + noun
taps the ball,	verb + object
chases the ball,	verb + object
catches the ball--	verb + object
Pounce!	Noun!
How good it feels to capture something!	Exclamation!

Suggested Topic: sports

Example:	Pattern:
Diver	Noun
Jumps, soars, plunges	Verb, verb, verb
off the board,	Prepositional phrase
through the air,	Prepositional phrase
into the water--	
A perfect swan!	Noun!

Sherry Morgan

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2.2 See US 7.17

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Objectives

3. Uses all types of sentence structures

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Resources

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3.2 See Exhibit US 3.2

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Activities

3.1 All compositions are written in class so that the teacher can help the students. Although this takes more time than homework, it is a good method for teaching students to write. The class spends one day brainstorming and planning, two or three days writing, and one day evaluating and revising. On the last day, the students exchange papers for a thirty minute evaluation, looking for particular errors. During the last half of the hour, the students receive their papers and correct them before turning them in for the first grade. All papers are corrected at least once for an additional grade. Contest papers are corrected three times.

I have noticed a significant improvement since I began the student evaluations. They find mistakes on other's papers that they overlook on their own papers. The students learn by assuming the role of teacher. If a student evaluates a better paper than his own, he has a model. If a student evaluates a worse paper, he can help teach.

Sherry Morgan

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3.2 The students write a sentence with a subject-verb beginning and then rewrites it according to the other possibilities. This can also be done with extended sentences, modern syntax, noun-phrase clusters, absolutes, adjective-phrase clusters and verb-phrase clusters.

Any part or all of this exercise is effective for teaching a variety of sentence beginnings.

Sherry Morgan

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3.3 Students combine groups of weak sentences into one strong sentence. They learn that one can arrange words differently in a sentence and that sentence patterns and sentence lengths can be varied.

Sentence combining has proven successful for students in grades 4-12 at all achievement levels. Ability to write interesting and varied sentences results.

Joan Harper

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3.4 See UE 4.11

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3.5 See US 7.17

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Objectives	Resources
4. Demonstrates competence in the use of all parts of speech	4.1 See Exhibit US 4.1
	* * *
	* * *
* * *	* * *
5. Identifies and corrects errors in agreement, including subject-verb, pronoun-antecedent, compound element, and indefinite pronouns	* * *
* * *	* * *
6. Identifies and corrects common errors in sentence structure including fragment, comma splice, and run-on	
* * *	* * *
7. Composes well-organized narrative, descriptive and expository composition demonstrating competency in paragraph components	7.1 The Centerbury Tales - Geoffrey Chaucer Filmstrip and recording Film of "The Pardoner's Tale" (OSU Library)
	* * *

Activities

UPPER SECONDARY

4.1 Hand out copies of the grammar mistakes. Discuss the mistakes. These are more fun to discuss than to write. Each sentence contains the mistakes that it tells the reader to avoid.

Sherry Morgan

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4.2 See US 3.1

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4.3 See US 2.1

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5.1 See US 3.1

* * *

5.2 See US 4.1

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6.1 See US 3.1

* * *

6.2 See US 4.1

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7.1 "The Student's Tale" - Students are assigned one character role from the Prologue to assume, introduce, and describe. After viewing the films, reading the Prologue and two of the tales, students in group activity design their own pilgrimage. Their destination, contest, and the prize they will offer to the pilgrim with the best tale must be included. Students vote on the best introductory idea.

As a creative writing assignment have the students imagine that they are members of the group and must satisfy the host by telling a tale. It will be called "The Student's Tale." Ask them to supply their own appropriate character description for their "Prologue" to accompany their story.

After the tales are revised and rewritten, try to have the tales duplicated and bound in a folder called "(name of school, city) Tales."

Variations of Edgar Lee Master's Spoon River Anthology should be used. Students then write their own poem to add to the Anthology in Master's style. Display them on the bulletin board.

Margaret Malson Stout

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Objectives	Resources
7. (Cont.) Composes well-organized narrative, descriptive, and expository compositions that demonstrate competency in using paragraph components.	7.2 Exhibit US 7.2 * * * 7.3 Record player, tape recorder, overhead projector/transparencies, or a variety of visual aids * * * 7.4 Macbeth, William Shakespere * * *

Activities UPPER SECONDARY

7.2 Fiction Exercise: In fiction the voice that tells the story is not the voice of the author, but an imaginary voice that he/she creates. The author writes the story as he/she imagines another person or abstract voice telling it.

Suggest an imaginary voice (Exhibit US 7.2) to use in telling a story which includes the following details:

> A white boy tries to cross a two lane street in front of an elementary school. When he is in the middle of the street, an approaching car slams on its brakes and swerves toward the sidewalk, where a black boy is waiting to cross the street. The car misses both boys, but the black boy falls and suffers a broken arm. The driver stops.
>
> There are several witnesses, and the police and an ambulance arrive shortly.

In writing the story you may add anything you wish to the above incident. Make up details which seem appropriate to the imaginary voice you are using.

Dr. Leon Munson

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7.3 Begin with one, or a combination of all of the following: play a song, flash a picture, read a poem, put a picture, a sentence, or phrase on the board. Select a student to begin a story (2 or 3 sentences) on what has been heard or seen. Either the paper is passed around the room, or students dictate to the teacher to develop a story to which each student contributes. The completed story is read aloud by the teacher or those assigned.

This can be done in a variety of ways. Students may work individually or in groups. They may write songs, poems, stories, or plays by beginning with one sound or picture.

Otissey Denton

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7.4 Writing Assignment - Compare as many of the characters in Macbeth and Dallas as you can. Similarities might be found in Macbeth and J. R. Ewing. The influence of power on self-made men and the role of women could be discussed.

Conrad Vollertsen

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Objectives	Resources
7. (Cont.) Composes well-organized narrative, descriptive, and expository compositions that demonstrate competency in using paragraph components.	* * * 7.6 Mueller/Reynolds, Creative Writing, American Book Company, 1978 (continued)

Activities

UPPER SECONDARY

7.5 The students write a fable using the following form:

The Lion and the Mouse - One day while a lion was sleeping, a mouse scampered across his body. The lion awoke, grabbed the mouse, and threatened to eat it. The mouse begged for mercy, promising to repay the lion's favor. Amused, the lion let the mouse go. Surely the mouse could never do a favor for him. A few days later, some hunters captured the lion and imprisoned him in a hut. The mouse came along, saw the lion's sad condition, and nibbled through the ropes to set free his benefactor.

MORAL: Both the great and the little need each other.

1. Name and describe a setting that you could add:

___

___

2. Change the animals to people:

Character 1 - ___

Character 2 - ___

3. Add conflict:

First character as hero - ___

Second character as hero - ___

4. Add details ___

___

___

___

___

5. Retell the story, remembering to keep the moral. It will provide unity and structure. Dialogue and suspense will add additional interest.

Peggy Price

* * *

7.6 Brainstorm with the class about conversational subjects that persons from different periods of time might discuss. What could be the advice, the questions, or the problems they may confront? Current national issues and how persons of past times might react are good conversational starters. Begin the writing with the conversation, continue the interchange of ideas, and resolve the problem or issue. Conversational dialogue from such opposites as these was pursued:

(continued)

Objectives	Resources
7. (Cont.) Composes well-organized narrative, descriptive, and expository compositions that demonstrate competency in using paragraph components.	7.6 Mueller/Reynolds Creative Writing * * * 7.7 Filmstrip/Cassette Future Imperfect 1984 - George Orwell Background: Animal Farm and Such, Such Were the Joys * * * 7.8 "Mrs. Ketting and Clark Gable" - Ann Chideste "Gold-Mounted Guns" - F. Ray Buckley "England to American" - Margaret Prescott "Silent Snow, Secret Snow" - Conrad Aiken "Paul's Case" - Willa Cather

(continued)

7.6 (Cont.) Barbara Walters and Mary Todd Lincoln
Jimmy Carter and George Washington
Roseanna of "Saturday Night Live" and Cleopatra
Shakespeare and a Seventeen editor
Solzhenitsyn and Ray Bradbury
Rosalyn Carter and Cleopatra
Norman Rockwell and Picasso
George Washington and an American farmer.

Not only is this brainstorming session fun, but it appears to be fun to write creative dialogue to test in small-group reading and revising, and fun to see the reader's enjoyment when reading before the class. This is the first time that I have tried the assignment, and I plan to expand it to a speech class for oral interpretation with or without the use of dialect.

Geraldine Burns

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7.7 Students are assigned sections of the novel for oral discussion or a summary and critique presentation. This can be done with groups or individuals, depending on their reading level and the nature of their perception. Stimulation and motivation occur after an overview of the book is given and ideas are generated from the filmstrip-cassette, Future Imperfect.

In the last section focus on the point where O'Brian is teaching Winston to see 4 fingers instead of 5. Refer to the passage in "Ministry of Love", where differences occur from individual to individual. Also refer to the section where O'Brian says that it is something "unbearable, beyond courage and heroism" that Winston must be subjected to.

Assignment: Students will write a composition on the Room 101 that would have been created for them. The introduction will include brief background material and a thesis statement regarding their own worst fears or trauma. This should be developed by using three major points with details.

This can be adapted for expository or creative writing. (Part of this idea was shared at the 1978 NCTE Convention.)

Margaret Malson Stout

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7.8 Definitions of illusion and reality are discussed prior to reading any selections. After each story is read, the students discuss examples of illusion and reality found in the selection. Names of characters are listed on the overhead projector and students suggest examples of illusion and reality that relate to each character. If this is the first explanatory paragraph the students have written, a "practice" paragraph is developed with student's suggestions. They suggest topic sentences and decide which is the best after many attempt to develop those suggested. Some classes decide that a comparison-contrast paragraph is the best method of development. Others decide to use examples to show how the character is living in a world of illusion.

(continued)

Objectives	Resources
7. (Cont.) Composes well-organized narrative, descriptive, and expostory compositions that demonstrate competency in using paragraph components.	7.8 (Cont.) "Mrs. Ketting and Clark Gable" - Ann Chideste "Gold-Mounted Guns" - F. Ray Buckley "England to America" - Margaret Prescott "Silent Snow, Secret Snow" - Conrad Aiken "Paul's Case" - Willa Cather * * * 7.9 Resources per student group of four: 1) brown paper sack 2) blindfold 3) ten small household objects differing in shape and texture (plastic, metal, fabric, paper, etc.) identify objects for each sack 4) pen and paper for Group Observation Sheet * * * (continued)

7.8 (Cont.) The student selects his/her three best compositions to include in the body of a three-point theme. Students learn to tie the three paragraphs together with an introduction and conclusion. All lists, notes, and rough drafts must be included with the final composition.

Shelba McGowen

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7.9 Seated in circles of four, each group selects one student to be blindfolded before selecting any item from the sack to describe orally. On the first round, each student should attempt to select an item thought to be easiest to identify. The person to the blindfolded player's left will record each of the "blind" student's observations on the Group Observation Sheet. Three minutes are allowed for this. The blindfold is then removed before all members of the group add descriptions they now feel are pertinent to the total visualization of the object. This process is repeated in a clockwise movement until all group participants have described two objects. The Group Observation Sheet is turned in to the teacher for a daily grade.

Follow-up to classroom activity: Each student may select any object of choice wtihin the group's observation to visualize in a descriptive paragraph for a homework assignment. Paragraphs should be composed of 5-7 sentences that use 75-110 words. The teacher should emphasize the difficulty of describing a common object in an interesting manner that will be pleasing to the reader.

Students take a keen interest in this assignment when they select one of two mystery objects they brought the previous day for the teacher to place in the sacks.

Connie Sharpton

* * *

7.10 Plan Page for Expository Paragraphs: Remember exposition explains or answers the questions "what", "how", and "why".

"What" can explain a process, a subject, looks, likenesses, or differences.

"How" explains the way something works, is made, is used, or is regarded.

"Why" explains the reason that something is made, is used, or is regarded in that way.

1) Look at the picture.

2) Ask yourself the "what", "how", and "why" questions.

Example: What is it? What does it resemble?
What does it do? What is its purpose?

(continued)

Objectives	Resources
7. (Cont.) Composes well-organized narrative, descriptive, and expository compositions that demonstrate competency in using paragraph components	* * * * * * 7.12 Various types of magazines that include subject matter relating to a wide range of student interests. * * *

7.10 (Cont.)

Why does it look as it does?
Why does it do what it does?
Why is it in that particular place?

How does it work?
How does it live?
How do I feel about it?

3) From your answers to the questions, pick out one topic that you would like to develop.

4) Write a topic sentence.

5) List four to five concrete details that you will use in developing your paragraph.

6) Conclude with a statement that begins with therefore, thus, finally, last, in conclusions, furthermore, at last, in summary.

7) Write your paragraph.

8) Reread it for spelling and sentence errors. Read it aloud to a partner, if possible.

June Richardson

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7.11 Each student should tear one sheet of notebook paper in half. On one sheet, the student should make a simple design without lifting the pen from the paper. On the other half the student should write a detailed set of directions for re-creating the design. Once all of the students have finished this part of the exercise, they should turn the design facedown on their desks, and pass the set of directions to the student behind them. Now, each student should try to follow the set of directions before him/her by re-creating the design described on the back of their own designs. When finished, the students should compare this version of the design to the original. If they differ, it should be determined where the error was made. Was it made by the reader or by the writer?

Betty Klooster

* * *

7.12 Students choose a magazine picture about which they can write an imaginary conversation.

Students freely write conversation without concentration on rules, and then go back to insert quotation marks, etc. Finally, rewrite and turn in both story and picture to be displayed.

Students seem to enjoy reading each other's conversations.

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Objectives	Resources
7. (Cont.) Composes well-organized narrative, descriptive, and expository compositions that demonstrate competency in using paragraph components	7.13 "The Lottery" by Shirley Jackson; "Hands" from Winesburg, Ohio by Sherwood Anderson; "Frame-up on the Highway" from Nova (Scott-Foresman); "Five in Judgment" from Nova; "The Vertical Ladder" in Encounters (Webster, McGraw-Hill); "Displaced Person" by Flannery O'Conner
	* * *
	* * *
	* * *
	7.16 See Exhibit US 7.16
	* * *
	(continued)

7.13 Pre-writing activities include a definition of scapegoat and discussions about the person used as a scapegoat in the reading selection. Students also discuss the reasons why a particular person may be picked as a scapegoat. Too, a particular character may want to transfer his/her frustrations and anxieties to another character. From a list of facts and events suggested by the students, three or more are selected as evidence to be used in a paragraph that explains how and why a character is a scapegoat. The overhead projector is used to develop a class composition. Students help to decide whether the topic sentence is appropriate and what changes may be necessary for clarity. The, students suggest examples from the reading material that support the topic sentence. After the class composition is completed, students work in groups of three to develop similar compositions using different stories and characters that relate to the scapegoat theme.

This writing-reading assignment takes about two weeks. Later, the three best compositions are used as core material for a three-point theme. Students learn to tie the three compositions together with an introduction and conclusion.

Shelba McGowen

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7.14 See US 3.1

* * *

7.15 See UE 4.12

* * *

7.16 In learning to write a five paragraph theme, the student first learns to write a plan page. The plan page consists of general idea, thesis statement, and three topic sentences supported by three examples each. When the plan page is mastered in about 1 or 2 weeks, students learn to write body paragraphs using their plan pages. When body paragraphs are mastered in about 1 or 2 weeks, the student learns to write conclusions, and, finally, introductions.

It is advisable to take a break after body paragraphs. Read a few stories or poems and then return to conclusions and introductions. Spend about 1 week on each of the latter two paragraph components. Take another 2 week break, then have students write the entire paper. (See US 3.1 for detailed instructions.)

Sherry Morgan

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7.17 Writing comparison paragraphs: The teacher asks the students to define comparison (NOTE: The definition should include likenesses and differences.)

The students brainstorm with the teacher about the similarities and differences of an apple and an orange. The teacher writes these

(continued)

Objectives

7. (Cont.) Composes well-organized narrative, descriptive, and expository compositions that demonstrate competency in using paragraph components

Resources

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7.18 Newspaper cartoons - Adapted from The Living Textbook Program, Oklahoma Publishing Company, Oklahoma City, OK.

(continued)

7.17 (Cont.)
characteristics on the board, using one column for each topic. The teacher then explains the process of comparing objects in a paragraph.

1) Topic sentence

2) Use one of the following types of parallel development:
   a. Sentence - sentence. This is a "seesaw" development, wherein each sentence requires you to take up similarities or differences one at a time. The comparison must be maintained consecutively from one sentence to the next.
   b. Half paragraph - half paragraph. The first half of the paragraph deals with a series of details about the first object of the comparison. A transitional phrase is needed in the sentence before the last half of the paragraph begins to deal with the second object of the comparison.
   c. A fusion of details means that one subject is written in the terms of the other.

3) Clincher

Longer papers can also be written using the construction above for the body. Another type of structure for longer papers is the paragraph-paragraph construction, using one object in one paragraph and its comparison object in the next.

Subjects of paragraphs or longer papers should be unusual. Possibilities include:

1) A dentist office and free-throw line.
2) A politician and a roller coaster ride.
3) Home movies and Howard Cosell.
4) Waitress and quarterback.
5) Leaf and skyscraper.

Sherry Morgan
Elizabeth Andersen

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7.18 Write a comparison paper on two cartoon characters or comic strips.

Group cartoon character types: Adults-children, animals-people, families-singles. Write a comparison-contrast paper.

Choose a single cartoon from the paper. Tell or write a story about the picture. Include what happened before and after.

Choose a cartoon character to analyze. Ask such questions as:
a. Why would you like to live next door to______________?
b. Why would you not like to live next door to_____________?
c. What advice would you give to__________________?

Find examples of slang, cliches, irony, satire, and puns.

(continued)

Objectives	Resources
7. (Cont.) composes well-organized narrative, descriptive, and expository compositions that demonstrate competency in using paragraph components	7.18 (Cont.) Newspaper cartoons - Adapted from The Living Textbook Program, Oklahoma Publishing Co., Oklahoma City, OK.
* * *	* * *

7.18 (Cont.) Write a paragraph or prepare an oral response defending a favorite cartoon or comic strip against an imaginary critic.

Collect favorite comics for a personal scrapbook.

Dramatize or pantomime cartoon stories.

Decide which is the most humorous comic strip for the day. Why? Write it.

Select one of the cartoons, create the story that you think fits the picture.

Create original cartoons about Marmaduke.

Create a series of episodes involving Marmaduke.

Select a cartoon and write the episodes in story form.

Write slogans for the themes and ideas in cartoons.

Select your favorite comic strip. Write in story form the next episode, as you predict it. Compare your story with the cartoon on the following day.

Identify the cartoons which grapple with the issues and problems of modern society and depict the signs of our times. Clip these and comment on them.

Create cartoons to be used in your school newspaper by adapting a captioned cartoon or drawing your own.

Clip and assemble cartoons teaching mechanics of language through the cartoons. Exclamation marks, question marks, commas, quotation marks, contractions, etc., could be taught through the cartoon medium, etc.

Find cliches, slang, double talk, and other unique uses of language.

Illustrate and write a "Love Is" expressing a value you hold.

Use the philosophy expressed in a "Love Is" cartoon as a basis for an essay.

Create other illustrations and axioms similar to "Love Is". Examples: "Mystery Is", "Happiness Is", "Devotion Is", "Humility Is", "Hunger Is", "Friendship Is".

Determine the purpose of a particular cartoon. For example, does it ridicule, inform, philosophize, acclaim or praise, arouse interest, stimulate action, influence or persuade, or entertain? Give specific examples as proof.

Identify and list distinctive traits of different characters in the cartoons.

Write cartoon strips about their own experiences.

Objectives	Resources
8. Applies knowledge of mechanics and grammar in composition	* *
* * *	* * *
9. Proofreads for errors in spelling, punctuation, capitalization, and meaning	9.1 Student written assignments * * * * * *

8.1 Write "Tom Swifties" such as:

"I was not present," Tom said absently.
"I have returned," Tom said swiftly.
"I'll never pet a lion again," Tom said offhandedly.

Sherry Morgan

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8.2 See US 23.1

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8.3 See US 3.1

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8.4 See UE 4.12

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8.4 See US 17.1

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8.6 See US 7.3

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8.7 See US 2.1

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8.8 See US 7.17

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8.9 See US 7.18

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9.1 Check written assignments for misspelled words. Tally words that have a high frequency of errors. Present these words in paragraph or story form, directing students to locate misspelled words. They may use dictionaries or work in groups, i.e., "Each one teach one philosophy."

Otissey Denton

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9.2 Start proofreading skills about the third or fourth writing assignment. Students tend to have difficulty finding their own mistakes. To reinforce these skills, put students into small groups and let them proofread each other's papers. The students are then allowed to correct their papers before they are graded. This builds confidence and reinforces proofreading before they are responsible for their own paper.

Carol Simmons

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Objectives

9. (Cont.) Proofreads for errors in spelling, punctuation, capitalization, and meaning

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10. Applies spelling skills in writing

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Resources

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9.3 Have students look for specific errors on which the class agrees in advance. Start with 5 errors and keep adding to the list through the year. (See US 3.1 for detailed instructions.)

Sherry Morgan

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9.4 Evaluation Page - Expository Paragraph:

		Points
I.	Did you answer one of the questions asked by what, why, how with your paragraph? Give yourself	25
II.	Do you have a topic sentence? Do you have 4-5 sentences which develop your topic? Do you have a concluding sentence? If so, give yourself	50
III.	Have you only misspelled two words or less? Are all sentences written without fragments or comma splices? Have you used correct grammar? Have you avoided using the word you? If so, give yourself	25

Note: For any of the above which you have failed to do, take off 5 points.

June Richardson

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9.5 See US 3.1

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9.6 See US 1.2

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9.7 See US 7.18

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10.1 See US 22.9

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10.2 See US 7.3

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10.3 See US 9.1

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10.4 See US 3.1

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10.5 See US 7.17

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Objectives

11. Takes notes by selecting and recording significant ideas from reading and discussion

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Resources

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Activities

UPPER SECONDARY

11.1 The student learns to take notes by taking notes. The following is a short unit on "How to Take Notes", "How to Study an Assignment", "How to Study for a Test", "How to Take a Test". Although the teacher is actually dictating these notes, he/she should ask questions so that the students give the answers. With 3 senses involved, the student remembers better. For instance, "What is the first preparation in taking notes?" The teacher asks the questions similar to the old television program Jeopardy. When the teacher knows the answer, she/he can ask the question.

Teacher: "What are you doing now?"
Student: "Listening."
Teacher: "Of course, we must listen carefully while taking notes."

Also, it helps if the teacher starts the note-taking by writing the first notes on the board. The following are points of discussion for study habits:

A. How to take notes:

1) Listen carefully.
2) Be neat.
3) Number pages.
4) Date pages.
5) Keep notes in a folder.
6) Organize, use simple system, don't get involved with complex outline.
7) Be brief, abbreviate, use phrases.
8) Take main points.
9) Put name and date on handouts so they can be studied with correct unit.
10) Always copy notes if absent and write the name of the person from whom they are copied.

B. How to study:

1) Locate exact pages of assignments. Estimate how long it will take to read it. Try to read all of assignment unless very lengthy. If lengthy, read to the end of a particular section.
2) Study the title, state it as a question, think what the words in the question mean.
3) Glance through assignment, looking briefly at pictures, captions, charts, maps, sub-heads, etc.
4) Be a flexible reader, adjust your speed to your needs.
5) Look up unfamiliar words in a dictionary.
6) Keep up on daily study. NEVER get behind.
7) Don't do last minute cramming.
8) Keep a special list of terms used in class.
9) Study errors on past exams to prepare for later tests.
10) Review with class members. (This must be last.)

See Exhibit US 11.1 for "Getting ready for the exam", and "General tips for taking a test".

Sherry Morgan

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Objectives	Resources
12. Demonstrates competency in note taking by analyzing relationships, organizing ideas, and formulating conclusions	12.1 Paper notebook with pockets and loose-leaf paper holder
	* * *
* * *	* * *
13. Writes critical reviews of material studied	
* * *	* * *
14. Uses dictionary and thesaurus in preparing assignments	
	(continued)

Activities UPPER SECONDARY

12.1 Each student takes notes in class in an organized manner, keeps handouts, and returns assignments in packets. On test days the teacher collects notebooks and grade the notes and organization of assignments that are being tested. If the student has taken notes every day, or copied when absent in an organized manner with adequate information to study for the test, the student receives full point. The points vary according to the length of the unit.

Sherry Morgan

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12.2 See US 23.1

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13.1 The student writes a critical review of film or television program. Viewing and writing can be in class or at home. When students first critique, they should write only their personal reaction and defend it. As skills develop, students should look for more complex ideas. For instance, in a television program the student could evaluate the actor's performances, camera angles, lighting, length of speech, effectiveness of dialogues, and theme. However, teachers should not be too critical. They should gradually add ideas to the critique. Informational and social aspects can also be stressed.

Sherry Morgan

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14.1 Think of a city, state, sport, team, month, holiday literary character, or student's own name. Find a series of words for each letter in the name of your topic. All of the words in each series that go with each letter must begin with that letter. Decide on the tone the discussion is to take. Decide on the situation for discussion (Poor, poor, John's fortieth birthday). List ten (optional number) of the words which are most relevant to the situation and tone chosen. Some form of each word must be used in the discussion.

Example: The following is the work of a twelfth grader, Sandra Provence, after reading and discussing Henrik Ibsem's AN ENEMY OF THE PEOPLE.

P pig, pompous, pugnacious, pretty, pert, pernicious
E eccentric, eager, enemy, emotional
T tacky, taciturn, tainted, taker, tawdry
E elusive, embarrassed, empathetic
R rambunctious, racketeer, rebellious, reliable

S saboteur, sage, sassy, sagacious, self-righteous
T tearless, tedious, thoughtless, tightwad, timid
O obdurate, obese, obsequious, old, out-going
C clever, coy, cagey, callous, charismatic, caring
K kosher, keen, key, kill-joy, kin
M messenger, malignant, manic, manly, melancholy
A abhorrent, able, abject, abominable, accomplished
N nice, naughty, noble, nag, nondescript, nonentity

(continued)

Objectives	Resources
14. (Cont.) Uses dictionary and thesaurus in preparing assignments	
	* * *
	14.2 Dictionary and thesaurus
	* * *
* * *	* * *
15. Writes letters of application and resume'	15.1 NCTE's All About Letters, United States Postal Service - National Council of Teachers of English, 1979
	(continued)

14.1 (Cont.)

THE PEOPLE'S PIG

P ig, pompous-pugnacious pig.
E agerly loving money above all else
T ightwad, taker of tainted funds
E ccentricity turned tawdy so
R ebelliousness evokes an enemy of the people.

S elf-righteous piggy
T earless to sewage spas
O bdurate to pernicious germs
C allous to a brother's pleas
K een on covering revelation of kin.
M alignant, pompous pig.
A bominable acts for love of money.
N onentity? YES! ENEMY OF THE PEOPLE? Sooey!

Donna Walker

* * *

14.2 In writing for a particular audience, such as a contest sponsored by a veterans' organization, the students are asked to brainstorm for the title and write down every word or phrase that anyone suggests. Then the student is asked to use a dictionary and thesaurus to look up any key words of the title or any other words gathered in brainstorming. All of these words should be added to the list. Next, the student adds words and phrases that the dictionary and thesaurus caused him or her to recall. At this point the student should have quite a few ideas for a paper.

Students are encourgaed to write their papers immediately after compiling the lists of words. They should be made aware that they may overuse key words. When the assignment is finished, the student uses the dictionary or treasures to replace overused words. However, the student must achieve fluency before striving for form and correctness. Attempting three steps at a time frustrates the individual.

Sherry Morgan

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14.3 See US 17.1

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15.1 1) The student writes a letter to a local company when no job has been advertised. (See Exhibit US 15.1a.)
2) The student writes a letter to a local company seeking a first full-time job. (See Exhibit US 15.1b.)
3) The student writes a letter seeking a part-time job when employer is known. (See Exhibit US 15.1c.)
4) The student writes a resume for a student seeking apart-time job. (See Exhibit US 15.1d.)

The teacher and students bring copies of local telephone directories and local newspapers. One for each student is ideal, but not necessary. Each student selects a job(s) and writes the necessary application for each of the 4 situations listed in the previous activities.

(continued)

Objectives	Resources
15. (Cont.) Writes letters of application and resume	15.1 (Cont.) NCTE's All About Letters, United States Postal Service - The National Council of Teachers of English, 1979
* * *	* * *
16. Writes cursive words, sentences, and paragraphs in appropriate size, slant, spacing, and line quality	
	* * *
* * *	* * *
17. Uses a simple outline to write a five-paragraph theme containing an introduction with a thesis statement, three body paragraphs, and a conclusion	17.1 School or metropolitan library, newspaper office files, Police department records
	* * *

15.1 (Cont.) Students can apply for 4 different jobs or for 1 job four different ways. If students actually want to apply for a job that they hope to get, allow them to do so. The situation will be more realistic. (See Exhibit US 15.1.)

* * *

16.1 When the students have plenty of time to write, they should be encouraged and graded on penmanship. Size, slant, spacing, and line quality can usually be developed when grades are at stake. If the student is pressured by time, such as a one-hour exam, good penmanship should be encouraged, but not graded. The teacher might stress "If I can read the correct answer, it is correct. If I can't read the correct answer, it is not correct!"

Possible writing activities for grading cursive writing include those under US 6 and US 24, although any activity will apply.

Sherry Morgan

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16.2 To encourage correct penmanship, teachers can require the following:

1) All materials to be handed in to the teacher must be double spaced and written on one side of paper only.
2) No felt-tip pens should be used.
3) There should be no manuscript writing on any papers that must be handed in to the teacher. Cursive writing is required.

Sherry Morgan

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17.1 "The Most Important Day of my Life" - Assign students a composition or project paper on what happened on the day or weeks of their birth. Students should attempt to find these kinds of occurences: events of international or historical significance; local or state events; and social affairs. Structure the 3 paragraphs of development according to material they find.

Group students according to proximity of birthdays.

Suggest that they include copies of headlines, special notice of their arrival, significant stories or pictures of interest.

Create an attractive cover page. They may also include photos, if they like. Use note cards.

This is a good project to assign after the New Year's holiday to generate interest and motivate students back into the routine of research and writing. Give a deadline of 4 weeks and allow time in class for some group planning, discussion, and sharing before they share their project with the entire class. This is adaptable to a variety of abilities. The remedial student could write a paragraph, the very motivated student could complete a project paper.

Margaret Malson Stout

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Objectives	Resources
17. (Cont.) Uses a simple outline to write a five-paragraph theme containing an introduction with a thesis statement, three body paragraphs, and a conclusion	
* * *	* * *
18. Writes a research paper with five to ten varied sources utilizing standard form, technique, library skills	18.1 Library, community resources, interviews, media, combination of project with other disciplines such as science, art, media, vocational courses
	* * *
	18.2 See Exhibit US 18.2
	(continued)

Activities

17.2 See US 7.7

* * *

18.1 The students choose individual or group projects, write a proposal that justifies the language arts objectives of reading, writing, speaking, and listening. Students use much imagination in choosing projects that they would not consider "busy work". Successful ones include such projects as composition and performance of music using the clarinet, piano, or voice; original compositions of drama, skits, one act plays, monologues, children's illustrated books; diaries based on biographies of Moses, Noah, Mary Queen of Scots, Shelley, Elizabeth Barrett Browning; epics such as Beowulf written in modern story form and illustrated; writing a paper on Jewish food or food from some foreign country and then cooking a four course meal to serve to the class; writing an original script and producing movies; demonstrations of science projects, oil painting, building a study carrell; and community documentaries such as the museum, Job Corps, Teen Center, historical buildings from Guthrie's history, and the Old Opera House.

Individual educational projects can be used on any level from remedial to gifted students. Each works on his/her own level and pace. The student is encouraged to choose something of interest that is worthwhile, not busywork. A paper with proper footnotes, note cards, cover page, bibliography, and outline are required.

Margaret Malson Stout

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18.2 Research Paper -

1) All work is done in class.

2) Plan page - 2 weeks (100 points)
   a. 1 day of explanation is given
   b. Students first select author and read additional works in order to formulate thesis about literature.
   c. Only 5 students may choose the same author.
   d. 5 points extra credit per day are given for each school day that paper is turned in early if the score is 100.

3) Research Cards (100 points)
   a. 1 day of explanation is given.
   b. Students spend 2 weeks in the library researching. (NO BOOKS CAN BE CHECKED OUT FROM SCHOOL LIBRARY!)
   c. 10 sources are required, 1 must be a periodical and no more than 2 can be encyclopedias.
   d. 5 points extra credit per day are given for each school day that cards are turned in early if the score is 100.

4) Rough Draft (150 points)
   a. 1 day of explanation and a handout are given.
   b. Students spend 2 weeks writing approximately one paragraph per day in class.

(continued)

Objectives	Resources
18. (Cont.) Writes a research paper using five to ten varied sources utilizing standard form, technique, and library skills	18.2 (Cont.) See Exhibit US 18.2
* * *	* * *
19. Identified and defines basic literary terms	19.1 Literature Textbook
* * *	* * *
20. Locates, defines, and uses figures of speech	20.1 Magazines, television, and radio commercials, newspaper ads, billboards
	* * *
* * *	* * *

18.2 (Cont.)

c. The teacher helps and evaluates in class, as well as taking papers home for "free grading".
d. A rough draft may be typed for 15 extra credit points.
e. The rough draft must be handwritten in ink, double-spaced with all parts of the paper complete. The student is to prepare a paper as if he/she were preparing it for a typist.
f. The student must use 6 sources, including periodical in paper.
g. 6-8 footnotes must be used in the paper.
h. 5 extra credit points are given per day for each school day the paper is turned in early if score is 80% or more.

5) Final Paper (200 points) -
a. 7 school days are allowed for correction and typing.
b. Rough drafts are turned in on Friday, graded and returned to students on Wednesday.
c. The final paper must be typed and in a folder.
d. 5 extra credit points are given for each day early, if score is 80% or more.

Sherry Morgan

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19.1 After reading the first literary selection of the year, two students are assigned a literary term to look up in the glossary of the textbook and share the definition with the class. One student of the group will give the definition and one will give an example from the story/poem, etc. Students will take notes on each term and examples.

SUGGESTED TERMS

Exposition
Inciting force
Rising action
Climax
Falling action
Denounement
Theme
Symbolism
Satire
Irony

Foible
Plot
Parallel plot
Imagery
Literal meaning
Conflict (man vs. man, man vs. nature, man vs. self, man vs. society)
Protagonist
Antagonist
Local color

Sherry Morgan

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20.1 Discuss the use of figures of speech in our daily lives and particularly in the media. In class or as homework, each student is asked to bring or write down at least one example of each figure of speech and its source to share with the class. Each student is then asked to write 1-liners for each particular figure of speech. No commercials should be used this time. Use current season, activity, or school event. The 1-liners can often be divided into a 3-line poem according to work emphasis.

Sherry Morgan

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20.2 See US 2.1

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Objectives	Resources
21. Evaluates literature and defends position in class discussion	* * * * * * * * *
22. Reads and interprets an assortment of literature	22.1 Dr. Seuss books, The Foot Book, Green Eggs and Ham, The Zax, Vertle the Turtle, He Bear, She Bear, The Sneetches
	* * *
	22.2 Printed sheets of poetry, song lyrics, records Bulletin board display of student's work, contributions to the assignment, and other chosen poems, or song lyrics covered in the unit
	* * *

21.1 See US 20.1

* * *

21.2 See US 7.7

* * *

21.3 See US 22.3

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22.1 Each group is given a book to read and then is required to present a report for the class. They are to decide what issues are being brought out in the lower level books, proving how early society begins to "program their lives". This is used in Contemporary Issues in Literature. The issues which present themselves are:

1) "It takes all kinds of people to make the world"
2) prejudice
3) close-mindedness
4) political power
5) roles of men and women
6) peer pressure

This, seemingly, elementary assignment leads to some very thought-provoking discussions. It is a good way to get students to be open-minded and to learn how they feel about issues that are present in the more advanced literature to be studied.

Nancy Lavender

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22.2 Read together poems on print-out sheets, not being overly-concerned with the structure of the poems, but emphasizing the message the poem is conveying. Each reading will be followed by a class discussion on the issue presented in the poem.

Poets such as Auden, Brautigan, McKuen, and Ferlinghetti are very good for this assignment. These poets present topics such as mechanization of society, war, birth control, individualism, history, to ecology, growing old, and just plain living. Record artists that convey some amount of intelligence are also available.

Each student is required to turn in the words to a poem or a song accompanied with a paragraph interpreting the issue presented. The relevancy of that issue to today's society should be discussed in the paragraph.

Students may also bring in the record and present it to the class. The song may be introduced by explaining the message it conveys and what the class should be listening for. Original poetry can also be submitted.

This assignment has always met with success. It presents an unpopular art form poetry, in a way that involves even the most disinterested student, and makes a statement that is of importance to him/her.

Nancy Lavender

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Objectives	Resources
22. (Cont.) Reads and interprets an assortment of literature	22.3 "To Build a Fire" by Jack London or any author that deals with nature and survival skills.
	* * *
	* * *
	* * *
	* * *
	* * *

22.3 After writing the assignment on the board, have students write a sketch with themselves as the main character. They have to pretend they are in one of the extremes of nature. After turning the assignment in, read Jack London's "To Build a Fire". After the assignment is read, discuss the terms realist, naturalist, and romanticist, and their meanings. Discuss Jack London as a naturalist.

Read aloud some of the papers turned in without giving the students names. According to the definitions discussed previously, students should tell whether the authors were realists, naturalists, or romanticists.

Students enjoy this activity because they get to think of themselves as authors and they like to analyze each other's writing. They feel they have gained some insight into each other's personalities.

Teresa A. Yarmuk

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22.4 The student receives a new book list for each book report. Lists might be composed of works of drama, biography, autobiography, Victorian novel, twentieth century novel, science fiction, or whatever the teacher chooses. The student should understand the purpose of each list.

Give the list in advance to the school librarian so that he/she can get the books or even put them on a special table in the library. Also, the teacher should send the list to the city librarian(s) so that the city library can be of service.

When writing an original report for a specified number of points, the students must bring a short biography of the author. Most students will just rewrite the book jacket or encyclopedia. However, the students still have 3 senses involved. This will enable them to learn a little about the author.

Book reports should be written in class. Require paragraphs on theme, conflict, significance of the title, protagonist, antagonist, significance of the setting, etc.

Sherry Morgan

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22.5 See US 20.1

* * *

22.6 See US 7.1

* * *

22.7 See US 22.3

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Objectives	Resources
22. (Cont.) Reads and interprets an assortment of literature	* * * 22.9 See Exhibit US 22.9 Paperback copies of The Hobbit by J.R.R. Tolkien. Reading Motivation Unit #629 of The Hobbit, Center for Literary Review. It contains a copy of the novel cassette, filmstrip, suggested learning activities, and tests. Perfection Form Company, Mark Twain Media, Inc.; Logan, Iowa; 1978
* * * 23. Employs diverse methods in reporting on reading	* * * 23.1 The Foxfire Book, Foxfire 2, and Foxfire 3 by Eliot Wigginton, Interviews with parents, grandparents, or other family members
	* * *

Activities UPPER SECONDARY

22.8 The students write classified ads, using their knowledge of Greek Mythology or any literature studied. Students read their ads to the class and ask classmates to decide which literary character placed the ad.
Examples:
Wanted: 2 Excedrin for child-birth pain. (Zeus)
Wanted: Drip-proof candle for young lady to see her lover. (Psyche)

Sherry Morgan

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22.9 Remedial students are given an overview of the book with a filmstrip and tape followed by a general discussion of Tolkien's trilogy. The first chapter is read aloud to students. Then they are each assigned a chapter to read, summarize, and discuss. They select key paragraphs to read aloud to the class.

Each student will have a set of motivational essay questions to answer as he/she reads. Students are told to turn the question into a topic sentence and develop it with examples and details.
Evaluation: Informally evaluate their preparation and oral summary.
Correct problems of informal speaking.
Correct the motivational paragraphs.
Administer objective tests.
My students thoroughly enjoyed the study of The Hobbit and asked for another novel to read in the same manner. They put into practice the structuring of paragraphs and enjoyed the attention of being in front of the class to present their paragraphs and parts. They had practice in the objectives of reading, writing, speaking, and listening.

Margaret Malson Stout

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23.1 Start by introducing the Foxfire series to students, telling them something of how the stories were written, then read selections to them to motivate them to write. Suggest that they, too, could write stories just as interesting, informative, and entertaining as students of Mr. Wiggington. After reading some of the stories and browsing through the books, students find that they have much more to write about than they ever imagined.

Students are encouraged to interview family members or people they know who have had various experiences. They may want to take notes or use a tape recorder. They can bring their notes to class to write their stories or paragraphs.

Use this assignment mainly for remedial students. They share stories, and the teacher puts them on the bulletin board. Students have written of penitentiary life, home remedies for stings, pneumonia, superstitions, moon shining, and many other interesting activities.

Margaret Malson Stout

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Objectives	Resources
23. (Cont.) Employs diverse methods in reporting on reading	23.2 Magazines, newspapers, various types of pictures, folder with 3 binding brackets, clear contact paper
	* * *
	* * *
	* * *
* * *	* * *

22.3 I Collage (50 points)

Your collage must be placed on the front and back of a folder with 3 bracket binding. To complete a collage, you should follow these basic steps:

1) Find large pictures to make the background.

2) Locate smaller pictures or sayings to put on top of the larger ones.

3) Glue all pictures to your folder. Each picture and saying should in some way relate to the book you read. The title of your book must appear on the front of your collage. To finish the collage, place clear contact paper over the front and back of the folder.

II Report (50 points)

A. Give the title, author, and publication information of the book.

B. List the main characters in the book and answer the following questions for each one:

  1) Did you like the character? Explain your reason.

  2) Could you identify with the character? Explain.

  3) Was the character different at the last of the story than he/she was at the first of the story? Explain.

  4) Did you learn anything from the character? Explain.

C. Write a brief summary of the book.

D. Give a short biography of the author.

Place the report in the brackets of the folder.

Sheree Scott

* * *

23.3 See US 1.1.

* * *

23.4 See US 22.9.

* * *

23.5 Write letters to Ann Landers from Gendel, The Miller, The Pardoner, Macbeth, Adam and Eve, Gulliver, or some other famous literary character.

Lenora Thorsen

* * *

Objectives	Resources
24. Incorporates reading vocabulary into writing	24.1 Vocabulary Building Exercises for the Young Adult by Dorothy McCarr, M.A., Dormac, Inc., April, 1976 Spell Correctly - Herman F. Benthal, Edna A. Anderson, Arlys M. Utech, M. Virginia Biggy, Beryl Loftman Bailey - Silver Burdett Co., 1977

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Activities

24.1 Each lesson consists of six exercises.

Exercise 1: New Words --

Vocabulary words are presented with a very simple definition. For grades 4-12 only, use a dictionary and write on the lines next to the definition if the words can be used as adverbs, adjectives, nouns, or verbs.

Exercise 2: Scrambled Words --

Unscramble the words and write them on the lines under "Write the words." Match the words to the definitions and write the number of the definition on the lines before the scrambled words.

Exercise 3: Use the Dictionary --

Put the words in alphabetical order and write them on the lines under "Put the words in alphabetical order". Write the number of syllables on the lines under "How many syllables". If you're not sure, use your dictionary. On the lines under "How to say the words", and "Mark the accents", use your dictionary, write how you would say the words, and then mark the accents.

Exercise 4: Missing Words --

Write in the missing word for each sentence.

Exercise 5: Scrambled Sentences --

Put all the mixed-up words into a sentence and write the sentence on the line next to the scrambled sentences.

Exercise 6: My Own Sentences --

Now you can write your own sentences using these vocabulary words. You may use any form or tense of the words to write the sentences.

Helen C. Baikie

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24.2 See US 22.9.

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24.3 Each student keeps a journal for the length of the unit being studied. The student should assume the identity of one of the writers or characters being studied. At the end of the unit, students should share their journals with each other by reading in class.

Jerry Morgan

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Objectives	Resources
24. (Cont.) Incorporates reading vocabulary into writing	
	* * *
	* * *
	24.6 *Writing Incredibly Short Poems and Plays* by Norton and Gretton, published by Harcourt, Brace, Jovanovich, Inc.
* * *	* * *
25. Analyzes literature using the historical and thematic approach	25.1 *Write* by Clement S. Stacy, published by Scott-Foresman, 1974
	(continued)

Activities UPPER SECONDARY

24.4 Each student keeps a journal, writing at least a few lines every day. The teacher can assign topics of school or classroom interest. The students can write their reaction to the day's assignment.

Suggested entries:

1) My favorite food, movie, television show, color, song, season, sport, etc., is . . . .
2) What makes me angry is . . . .
3) My job is . . . .
4) My best trait is . . . .
5) My worst trait is . . . .
6) My car is . . . .
7) My earliest memory is . . . .
8) My most embarrassing moment was . . . .
9) My happiest moment is/was . . . .
10) My first day was . . . .

Sherry Morgan

* * *

24.5 Students write an acrostic poem using the name of an author or character studied in literature.

* * *

24.6 Students write Clerihews, using famous authors' names in their work.

1) A Clerihew contains two couplets that paint a brief, humorous picture of a famous person.

2) The poet must use the name as one of the rhymes, preferably as awkwardly as possible.

3) The Clerihew consists of two couplets. There is no definite meter or stress pattern.

Example: William Makepeace Thackeray
Was often accused of quackery.
He wrote Vanity Fair
Whie inside a bear.

* * *

25.1 PRESCRIPTION POEMS

(Freely adapted from WRITE by Clement S. Stacy, published by Scott-Foresman, 1974)

The student writes one of the poems listed each day. Current topics can be brainstormed and used. "When I was . . ." is especially effective since students enjoy sharing their pasts.

(continued)

Objectives	Resources
25. (Cont.) Analyzes literature using the historical and thematic approach	25.1 (Cont.) *Write* by Clement S. Stacy, published by Scott-Foresman, 1974

* * *

25.1 (Cont.) DEFINITION POEM

Turkey (noun)
Is a big bird (statement)
That smothers people with (condition)
Leftovers for three weeks to get (finish)
Revenge. (emphasizing word)

NOUN, LIKE, ING POEM

Decide, first, on a topic for your poem. Perhaps a natural phenomenon like rain, wind, ice, etc., could be a good beginning topic. Then, in three lines describe where it occurs. The fourth line should be the one word, "like". Line eight should be an "ing" word, and line nine should complete the idea.

Fog
  lies over the countryside,
  between buildings,
  and in bleak doorways.
like
  a quilt over my legs
  a big hat on my head,
  and rain on my face,
lifting
  only to the sun.

"WHEN I WAS" POETRY:

Do you ever reminisce? Do it in a poem. Think of things you once did, but don't do now. Create a list and then choose the best one. In the first stanza describe it like it was, so that we can sense your feelings. In the second stanza show us how it is different now.

Bicycles

When I was a little boy
I would pop wheelies on my bicycle and
Was the Evel Kneivel of Main Street

But today I rode my bicycle
Just to feel the wind in my
Face and the sun on my back.

Kent Choate, Sand Springs
Published in REACH MAGAZINE

Cinquain

1st line - noun
2nd line - 2 adjectives separated by a comma
3rd line - 3 verbs that tell what the noun does, separated by comma
4th line - a thought about the noun, a short phrase
5th line - synonym for the noun

Sherry Morgan

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Objectives	Resources
25. (Cont.) Analyzes literature using the historical and thematic approach	* * * * * * (continued)

25.2 When studying Greek mythology and Greek literature, the final project involves dividing into groups and writing plays. Greek myths are used as sources. A simple reader's theatre evolves into elaborate theatrical productions with other English classes as an audience. Pygmalion was portrayed in a black leather jacket and long greasy hair. Too, Procrustes' crimes being investigated by Columbo certainly prove that literature is universal.

Sherry Morgan

* * *

25.3 See US 22.8.

* * *

25.4 Make 10 riddles about cartoon characters.

Pick a cartoon character and write a letter of advice.

Pick two cartoon characters. Write an imaginary dialogue between them about something of current interest at your school.

Supply captions to 10 non-captioned cartoons.

Create your own cartoon characters and comic strip.

Conduct an investigation of such terms as King Features Syndicate, Inc., rights reserved, news service, and others found in the cartoon sections.

Write a story about a cartoon character. Select from the scriptless cartoons. Write the script.

Interview friends and family about their favorite cartoon characters and write a paragraph/composition presenting the interview results.

Research a cartoon or catoonist. Write a paper on the research.

Create a cartoon involving Marmaduke and Dennis the Menace.

EXTRA! EXTRA! FILLER FEATURES

Match the plots in cartoon strips with similar plots in literature selections.

Create a cartoon series based on a literary selection.

Write a fable based on the moral of a cartoon episode.

Write a critical analysis of a well-known cartoon character such as Big George, Dick Tracy, Nancy, Penny, etc.

(continued)

Objectives	Resources
25. (Cont.) Analyzes literature using the historical and thematic approach	

(continued)

Activities UPPER SECONDARY

25.4 (Cont.)
Clip and classify cartoon strips which focus on current issues and events, such as school, taxes, football, politics, ecology, etc.

Give your personal reaction to the following situations:
1) Dennis is coming to your house to spend the weekend.
2) Marmaduke has been given to you for keeps.
3) Dagwood is moving next door to you.
4) Mary Worth is a close friend of your family.
5) Rex Morgan, M.D., is your doctor.

Suggest that students collect "Love is . . .", children's letters to God, and other philosophical cartoons for bulletin board displays or posters. Encourage students to collect the themes of these cartoons for essays.

Find specific examples of satire in the cartoons. Analyze the author's techniques.

Collect cartoons which appeal to teen-agers, to adults, to young children. List them in specific categories and defend your reasoning.

Select the cartoon which does the best job of depicting human beings as they really are. Be prepared to defend your choice.

Develop short stories from comic strips.

A note to foreign language students: Translate the script cartoons into a particular language you are studying, substituting foreign dialogue for the original.

Create cartoon characters from "wandering line" drawings.

Draw original cartoons which evoke emotional reactions, such as sympathy, love, hate, trust, patriotism.

Study cartoons for universal themes and plots.

Make transparencies of cartoon frames or strips which have philosophical implications and touches of humor.

Present these for sheer enjoyment and relaxation by way of the overhead projector during brief intervals between activities.

Conduct research on the cartoon artists. For example, find out if Brad Anderson, who authors "Marmaduke", has a dog. Is it true that the author of "Family Circle" gets his ideas from his own children?

Clip and post cartoons about school life or attitudes and philosophy pertaining to education.

Write an editorial or essay based on a theme or point of view expressed in a particular cartoon.

(continued)

Objectives	Resources
25. (Cont.) Analyzes literature using the historical and thematic approach	

(continued)

25.4 (Cont.)

Keep a scrapbook of special educational features in the Sunday cartoon section, e.g., "Exploring Our Universe", "Mark Trail", and "Western Adventure".

Express your concern about a social, political, or economic problem through a cartoon drawing.

Classify all the cartoons in a single issue of a newspaper according to purpose, theme, or intent. Examples of these classifications might be: hero, mystery, adventure, crime political satire, human nature, family.

Focus on answers to such questions as:
- Which ones make fun of human nature?
- Which ones teach a lesson?
- Which ones tell a good story that readers can follow day after day?
- Which ones are more appropriate for children and for adults?

Substitute quotations from literary characters for the script in cartoon strips and editorial cartoons. Matching the cartoon characters with the most appropriate literary counterparts would be a good small-group activity.

NOTE TO THE TEACHER - Use the story-type cartoons such as "Mary Worth", "Rex Morgan, M.D.", "Judge Parker", and "Dick Tracy" to stimulate reluctant readers. Anticipating "what happens next" provides a purpose for reading. More mature readers might analyze plot, character, author's purpose.

SEASONAL WRITING ASSIGNMENTS

Write a seasonal cinquain:

line 1: noun
line 2: adj., adj.
line 3: 3 participles
line 4: 4-word feeling phrase
line 5: synonym for 1

Write a seasonal haiku. A haiku is an unrhymed poem.
line 1: 5 syllables
line 2: 7 syllables
line 3: 5 syllables
Haikus should be pictures or images that describe the season. Avoid abstract words.

Write a poem shaped like a season. Unrhymed words are used to form a picture which relates to the season. An example might be words in shape of a Christmas tree.

Create a seasonal cartoon and adapt it to your school.

Write 10 seasonal resolutions.

Write a letter to a seaonal character.

Write 10 "Love is . . ." type one-liners on the season. (Ex: Thanksgiving is ...)

Comment on "life the day after (Thanksgiving, last football game . . .)"

Write a newspaper article in "Erma Bombeck style" on the season.

Write at least 5 seasonal one-liners that begin with, "If I could change (Christmas, New Years) . ."

(continued)

Objectives	Resources
25. (Cont.) Analyzes literature using the historical and thematic approach	* * *
26. Extracts the experiences of mankind from literature and applies them to the human experience	* * * * * * * * *
* * *	* * *
27. Memorizes and recites short poetry and prose selections	(continued)

25.4 (Cont.)

Become a seasonal character and comment on life. (Examples might be a pilgrim, Santa, football referee, Easter Bunny.)

A fictitious seasonal character decides to enroll in your school. Write about this!

Create a seasonal greeting card.

Create a seasonal cartoon.

Write a poem about a seasonal character:
Line 1 - tell who
Line 2 - describe with two adjectives joined with and or but
Line 3 - verb and adverb showing typical action of character
Line 4 - "as__as a___" type comparison showing special quality of character.
Line 5 - an "if only" phrase expressing a wish regarding the character

Write a seasonal "wish" list.

Write a seasonal poem. (Poems do not have to rhyme.)

"Modernize" some seasonal traditions.

Become a "school mouse" and comment on seasonal activities.

Become a seasonal inanimate object and write. (An example might be a Christmas card.)

Connie Allison

* * *

26.1 See US 7.1

* * *

26.2 See US 1.1

* * *

26.3 See US 22.8

* * *

26.4 See US 23.5

* * *

27.1 The students memorize short selections from literature that they are studying. The selections can be handled in numerous ways:

1) Recite to teacher while other students are working.
2) Recite to class.

(continued)

Objectives	Resources
27. (Cont.) Memorizes and recites short poetry and prose selections	* * *
* * *	* * *
28. Analyzes fact, fiction, opinion, and inference in media	28.1 A variety of daily and weekly newspapers brought by students or from school library * * * 28.2 Teacher and student suggestions * * * * * *
* * *	* * *

27.1 (Cont.)

3) Student groups can memorize scenes and give them to the class. Acting may be included, or the students may just use voice recitation. This is a little more interesting than a speech.
Students can memorize passages that express a particular philosophy or theme that relates to what has been studied in the class.
A student can memorize and record her/his recitation using another student as a monitor. The teacher can listen to the tapes later. This can be done in one day in class using several recorders in various corners of the room. A little background talking won't matter. This is more fun for the student, and they don't get stage fright.

Sherry Morgan
Lenora Thorsen

* * *

27.2 See US 25.2

* * *

28.1 Several days are spent studying the newspaper by sections. English editorial sections are read and discussed and each student writes an editorial. The same is done with the news, advertisements, society page, comic strips, etc. The class votes on the best in each category and compiles a newspaper with each section represented. All of the student's work is used, but those receiving first place ratings are featured.

All materials used have to be original. Students may use pictures from newspapers and write corresponding stories or create their own stories. For the comic section, students may draw their own or use captions for those from newspapers.

Otissey Denton

* * *

28.2 Students are asked to orally list words pertaining to their school surroundings. These words are compiled and used throughout the year for units involving spelling, vocabulary, and other written assignments.

Example of words listed:
cafeteria
gymnasium
counselor
sociology
psychology
absences

This makes a good "beginning" assignment for "functional" students.

Otissey Denton

* * *

28.3 See US 18.1

* * *

28.4 See US 29.2

* * *

Objectives	Resources
29. Examines the purpose of media messages	* * * 29.2 See Exhibit US 29.2
* * *	* * *
30. Utilizes a variety of media as part of classroom projects	30.1 Kodak Visual Maker, Film, Magic Cubes, Record player, Records * * *
	(continued)

29.1 See US 28.1

* * *

29.2 Discuss radio, television, newspaper, and magazine commercials and their effects. Children watching cartoons and wanting to use the product advertised or buy the toy advertised might be an example.

The definition of a fallacy is a statement that is inconsistent, illogical, incorrect, or deceptive.

Handout the list of fallacies and their definitions. (See Exhibit US 29.2). Ask students to think of examples of each. The teacher should share a few examples.

As a homework assignment, ask the students to select one of the following:

1) Find examples in media for each fallacy.
2) Write a speech, commercial, or something to be used in the media using one or more of the fallacies. However, the more fallacies used, the more obvious they become.
3) Record the media message using a cassette recorder.
4) Draw the message in cartoon form.
5) Make Polaroid pictures of the message or person giving the message and illustrating the point.
6) Shoot one role of movie film advertising the product.

Sherry Morgan

* * *

30.1 Each person in the 12th grade creative writing class writes a poem for an audio-visual presentation. Each poem is illustrated with slide pictures that the students shoot of other pictures. These pictures have been selected and matted, using a visual maker. The student, assisted by two students, then reads the poem with appropriate background music that consists of at least 2 different songs played consecutively. This presentation is recorded. Scripts are typed of the poem and a description of the slides that correlate. The end result is the recorded music and poem playing while slides are being shown. Have a special showing for parents and a showing for other classes before the other teachers in the department show it to their classes.

Sherry Morgan

* * *

30.2 Making a Super 8mm film:

1) Select a poem or short story to illustrate. ("Ode: Intimations of Immortality from Recollections of Early Childhood" by William Wordsworth works well.)
2) Divide the class into 3 groups with, preferably, 5 or 6 per group.
3) Assign 1 section to each group. Each writes the scenes including camera angles, actors' directions, length of time, setting, and narration.
4) Plan shooting times.

5) Shoot film according to the convenience of scenes.

(continued)

Objectives	Resources
30. (Cont.) Utilizes a variety of media as part of classroom project	* * * * * * * * * * * * 30.6 Kodak Visual Maker Film Magic Cubes Video tape recorder and receiver Overhead projector Dittos Ditto machine Transparencies Record player Records (continued)

30.2 (Cont.)

6) Shoot titles and credits.
7) Develop film.
8) Edit and splice film portions together.
9) Record sound track on cassette tape recording.
10) Each student must be an actor in at least 1 scene. Each student must narrate. Use one LP record, preferably. This sound track can only be syncronized by showing the film during the recording session. However, narrators and music must be away from projector noise.
11) Possible funding sources for film and processing are:
    - a. donation from film store
    - b. donation from parent or business
    - c. money-making project
    - d. students pay
    - e. school pays

Sherry Morgan

* * *

30.3 See US 1.3

* * *

30.4 See US 18.1

* * *

30.5 As an in-class or homework project, the student ilustrates a predetermined number of lines from an assigned literary work. Pictures that apply are cut from magazines and pasted on construction paper. Captions can be typed or written in magic marker.

Nina Horn

* * *

30.6 The students of the class are divided in groups. Each group uses media to make a presentation to the class. Each group only reads one selection and teaches the selection to the other class members. Allow about 30 minutes for each presentation. Several rooms will be needed for each group during class or after school.

1) This group gives historical and author information about 18th century England, using a slide presentation. The students make slide pictures using a visual maker to photograph pictures of the period. Interesting, also, is the playing of music from the period. Although the composers are not English, the English played this music.
2) The students videotape a scene from She Stoops to Conquer by Oliver Goldsmith after having read the play. They will teach the play to the class and tell the significance of the scene that they portrayed on videotape.
   Using an overhead projector, the students show maps, charts, pictures,
3) etc., that they have created on transparencies. Literature includes selections from Gulliver's Travels, probably only "The Voyage to Lilliput", and "The Rape of the Lock", and "A Modest Proposal". Students can also teach these selections using pictures with the opaque projector.

(continued)

Objectives	Resources
30. (Cont.) Utilizes a variety of media as part of classroom project	30.6 (Cont.) Kodak Visual Maker Film Magic Cubes Video tape recorder and receiver Overhead projector Dittos Ditto machine Transparencies Record player Records
* * *	* * *
31. Evaluates informational and social aspects of media through participation in class discussion and through critical writing	31.1 Film Library Resource Material
	* * *

(continued)

30.6 (Cont.)

4) Students create their version of "The Tattler" and "The Spectator". Ditto these and give to the class. Members of the group can give the necessary background information to teach these selections. Another group creates a model set for She Stoops to Conquer and also models costumes of the play. This group must coordinate their activities with group #1 in teaching the play, so that no repetition of information occurs. The set can be made from cardboard or plywood.

Sherry Morgan
Sue Clabaugh

* * *

31.1 Before the film students should relate the film to studies in progress. Students should determine why they are seeing the film.

After the film is viewed, evaluate it in terms of relevance to studies in progress. Discuss critically the presentation of the plot, filming techniques, acting, etc. Change some factor in the plot and have students write and/or discuss possible different consequences. Using the Reader's Guide, locate several reviews of the film and have students decide if they agree or disagree. This may have to be done through a county library if the school library does not have magazines that were current when the film was made.

This will help the teacher arrive at a specific aim for showing a particular film. For example, in showing All Quiet on the Western Front investigate why men have gone to war in the past and consider what the choices are now.

Gayle Miller

* * *

31.2 Discuss specific expressions, such as conflicts, feelings, ideas, opinions, of a particular film.
Place the film in historical perspective by:

- a. date
- b. editing principles
- c. theme
- d. comparison of styles
- e. comparison and mythology of American Westerns.

Read and discuss film criticism.
Complete at least three documented research projects on such things as:

- a. animation
- b. actors
- c. directors
- d. Germans who came to Hollywood in the 20's
- e. plays or novels made into movies
- f. surrealism

For efficient use of class time it is advisable that these reports be written. Information gained from research will surface regularly in class discussion. It seems unnecessary that formal oral reports be given, except in rare instances for individuals. The entire class should not be required to give reports.

(continued)

Objectives	Resources
31. (Cont.) Evaluates informational and social aspects of media through participation in class discussion and through critical writing	* * * * * * * * *
* * *	* * *
32. Evaluates the selective nature of media	32.1 "Quotable Quotes" Section of Reader's Digest Passages from literature such as the first paragraph of A Tale of Two Cities; Charles Dickens Famous quotations and proverbs

(continued)

31.2 (Cont.)
Evaluation of the student will be based on the activities described:

1) participation in class discussions
2) compositions, in class and as homework
3) research projects
4) tests that are usually analytical compositions
5) occasional quizzes

Gayle Miller

* * *

31.3 Prior to viewing the film: A discussion of the values to be considered should take place. Some of these might be the literary value of the film, the filming techniques to be observed, and the believability of the charac-ters. Discuss suggestions that will help the students to view the film critically.

After viewing the film: Do post-research to extend the learning experiences. Follow up by reading a related or similar work and, perhaps, dramatize it. If the film were also experienced through being read as a book, contrast the similarities and differences. How close did the film come to their expectations? Judge the merits of the work as a film and as a book. Were parts presented better through one medium than the other? Using the Reader's Guide, locate several reviews of the film and have students decide if they agree or disagree. This may have to be done through a county library if the school library does not have magazines that were current when the film was made.

Gayle Miller

* * *

31.4 See US 20.1

* * *

31.5 See US 13.1

* * *

32.1 Sentence Imitations: Students are given a handout with approximately twenty sentences garnered from the resources listed. Space is left beneath each sentence for students to write a variation of the sentence. The idea is to change both the meaning and specific key words, while keeping the basic grammatical structure of the sentence. Some sentences should be long, some short. Students should be allowed to choose ten or fifteen from the handout to imitate.

Students can produce some excellent work from this exercise. Some sentences will be quite profound, while others will be humorous.

Barbara Moore

* * *

Objectives	Resources
32. (Cont.) Evaluates the selective nature of the media	32.2 Newspapers and magazines Definition sheet of 12 figures of speech
	* * *
* * *	* * *
33. Identifies and analyzes the positive and negative aspects of media	* * *
	* * *
* * *	* * *
34. Critiques and uses media as art forms	34.1 Order feature length films from major film companies
	* * *

32.2 After discussing literal and figurative ways of speaking, bring in the sports page of several newspapers and discuss the headlines "Cowboys Bombard Their Way To A Touchdown". Discuss what each of the headlines means. Discuss why this description is more colorful than "The Cowboys Made A Touchdown".

Next, divide the students into groups of three. Have them find an ad headline or a newspaper headline for each one of the figures of speech. They should then make a group poster and label their items.

Then have students cut out pictures and write a figure of speech to illustrate the picture. Save cartoons and have students write puns for the cartoons.

Finally, have them write a paragraph describing some athletic contest or event in which they participated. They must use five different figures of speech, identify and label the event. After this activity, students do not think figures of speech are for poetry only. They begin to use more in their writing.

June Richardson

* * *

32.3 See US 28.1

* * *

33.1 See US 34.1

* * *

33.2 See US 31.1

* * *

33.2 See US 29.2

* * *

34.1 Each student views three literary films per year. The films are shown in the auditorium so all English classes can view the film during their regular class time. Since the films are feature length, it takes three days to show each film. In other words, three times per year the students watch a film that takes two and one-half or three class hours. This way no classes are missed. The English teachers choose the films. They each spend one day prior to the film preparing the students. Follow-up on the film takes two days and culminates in some type of assignment or test. The film program provides a diversion from normal classroom activity. Also, it provides a quick way to teach a long novel or play that perhaps could not be taught otherwise. But more importantly, the program allows students to become familiar with literature they might not read or ever be able to read. The Taming of the Shrew by William Shakespeare is a perfect example. Our remedial reading students could not have studied the play any other way; our college bound students could not find the time to read it. Now, all of our students think that Shakespeare was "with it". We have also shown Inherit the Wind. Since it is about the Scopes "Monkey" Trial, we coordinated with the history department so the students studied the subject in American history while the film was being shown in the English classes.

Sherry Morgan

* * *

Objectives	Resources
34. (Cont.) Critiques and uses media as art forms	
* * *	* * *

34.2 See US 30.2

* * *

34.3 See US 1.3

* * *

34.4 See US 31.3

* * *

34.5 In student groups discuss your various film ideas and choose one of the plans to be actually filmed, edited, have a sound track added. Each finished film will earn a grade that will be applied to each individual in the entire group.

You will be required to complete all the planning steps on paper. Do a storyboard using index cards or typing paper cut into fourths. Put each "shot" on a separate card with notes on camera angle, lighting, background music, narration script. If a storyboard already completed by a group member is used, discussion of revisions or additions may be needed for a professional completion of the project.

There will also be a "team-work" grade on this project. Even if the film does not turn out well, students will at least have learned to cooperate and work together to achieve the common goal of having a finished film.

OPTIONS:
1) Do a live action *visual story*, like *Stringbean* or *Almost*. Think up or find a story that really doesn't need dialogue to be portrayed. Plan it carefully, film it, edit it, and then add appropriate music.

2) Do a visual story using some type of pixillation. This whimsical approach has "people animation" in it. (Now You See 'Em...): Have some part of your story be something that would require some form of this type of animation. Remember the film of the children being chased by the truant officer, where they use vanishing cream and then "disappear".

3) Do a live action story totally from subjective point of view: Make a film in which the camera sees as a character in the story sees. What might the world look like to a dog or a child? (Remember "The Fly"?) Use first person narrative.

4) Do a story using graph-art techniques, such as "The Wave". Use still pictures, or posters, or perhaps even the actual illustrations from a children's story book. Plan how you would pan, zoom, tilt, etc., to give the idea of motion. Add the narrator's voice and appropriate sound effects for the story.

5) Do a story using some type of animation technique (Build Noah's Ark with clay): You might want to use object animation, cut-out animation, or even the chalk-erasure method to tell your story. Provide music and/or a narrator, depending on the nature of your story.

(continued)

Objectives	Resources
34. (Cont.) Critiques and uses media as art forms	* * * * * * * * *

(continued)

34.5 (Cont.)

6) Do a demonstration film, using live action: Some parts of the film might use graph-art or animation in order to help illustrate something. (Remember how the beans just appeared on the U. S. map in the "Population" film?) Think about some of the activity courses you have taken such as science, art, sewing, etc. Think how helpful it would be for your teacher to have a film showing or explaining something clearly!

7) Do a documentary film using live action to illustrate and discuss some controversial issue or idea, perhaps even some issue at our school: Your film might even be based on someone's research paper from another class. Use a narrator.

8) Do a visual poem (auto wreck): Choose a poem (NOT a song) with many visual images and film the pictures you see in your imagination when you read the poem. Then find appropriate background music and have the narrator read the poem as the pictures flash on the screen. (This is a type of montage and could also be done with still slides instead of the individual shots with a movie camera.)

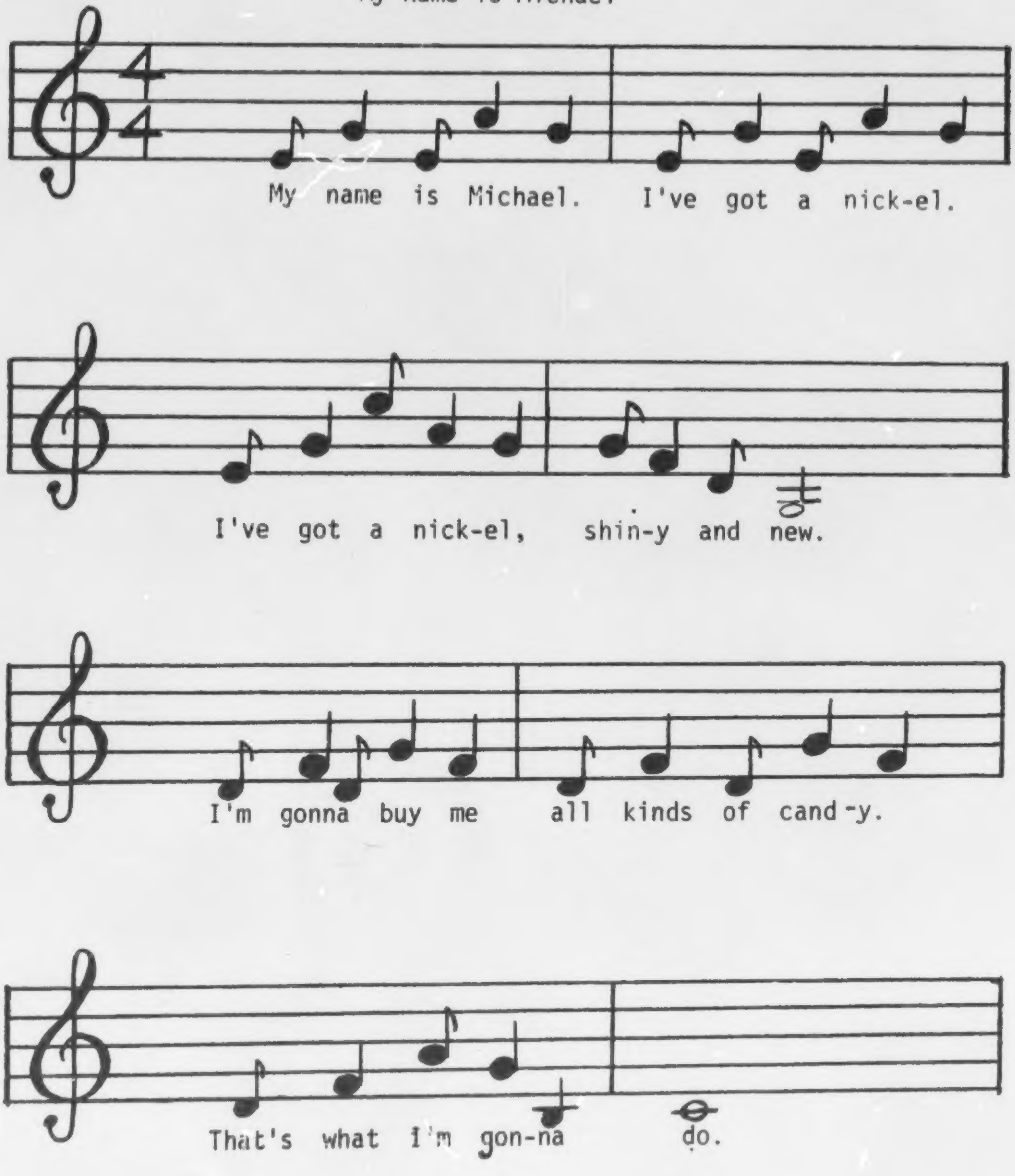
Diana Purser

* * *

EXHIBITS

Exhibit K 7.2

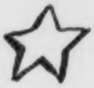
My Name is Michael

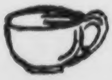

4
4
My name is Michael. I've got a nick-el.
I've got a nick-el, shin-y and new.
I'm gonna buy me all kinds of cand-y.
That's what I'm gon-na do.

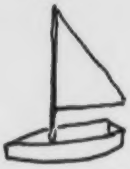
Exhibits

Exhibit LE 8.3

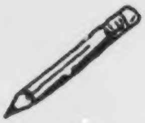
TEACH FIRST GRADERS TO READ

1) SEE THE 

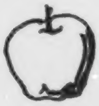
2) SEE THE 

3) SEE THE 

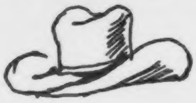
THE SECOND DAY ADD THE WORD "I" TO THE SENTENCES.

1) I SEE THE 

ADD "CAN" TO THE SENTENCES.

1) I CAN SEE THE 

ADD COLOR WORDS TO THE SENTENCES AND CHILDREN THEN CAN COLOR THE OBJECTS.

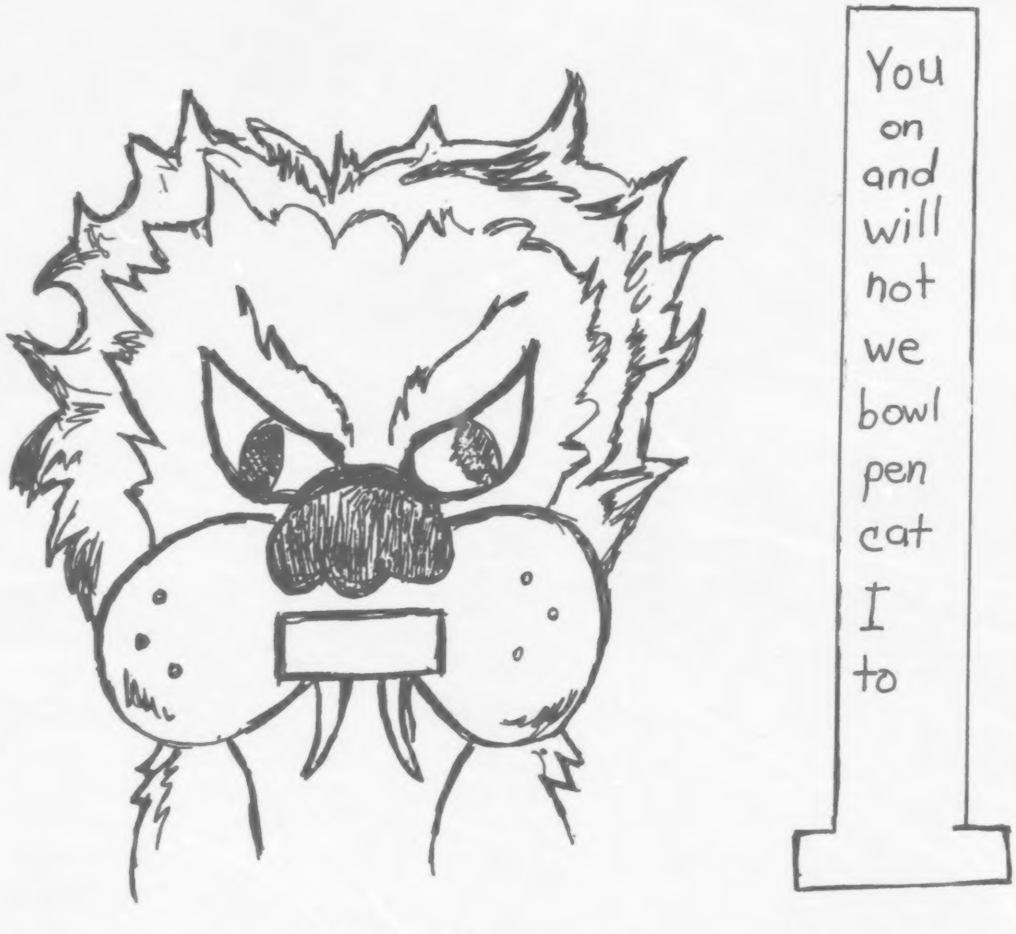
1) I CAN SEE THE BLUE 

Norman Public Schools

Exhibits

Exhibit LE 13.1

SPACE CREATURE WORD SLIDE



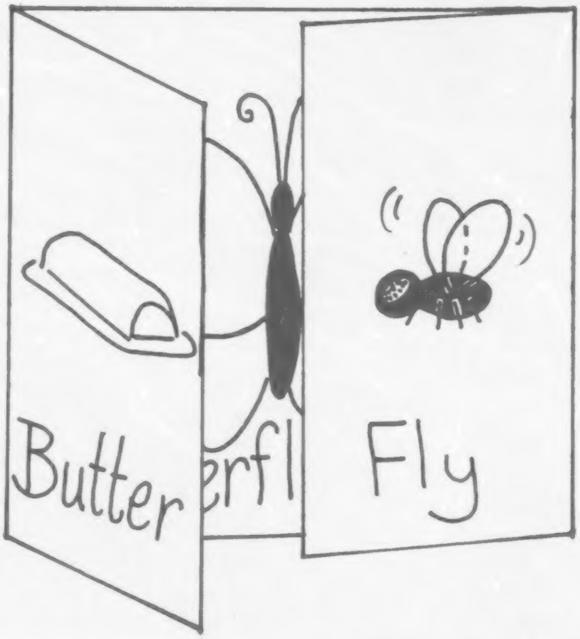
Use a mask, character, or object to pull word slide through for children to read. Be sure all words are written by the same person or typed so that they cannot be memorized. Also, make more than one slide using the same words in different order.

Laminate one set for a classroom game and send a set home with each child on plain duplicating paper for home practice.

Winona Brown

Exhibits

Exhibit LE 18.2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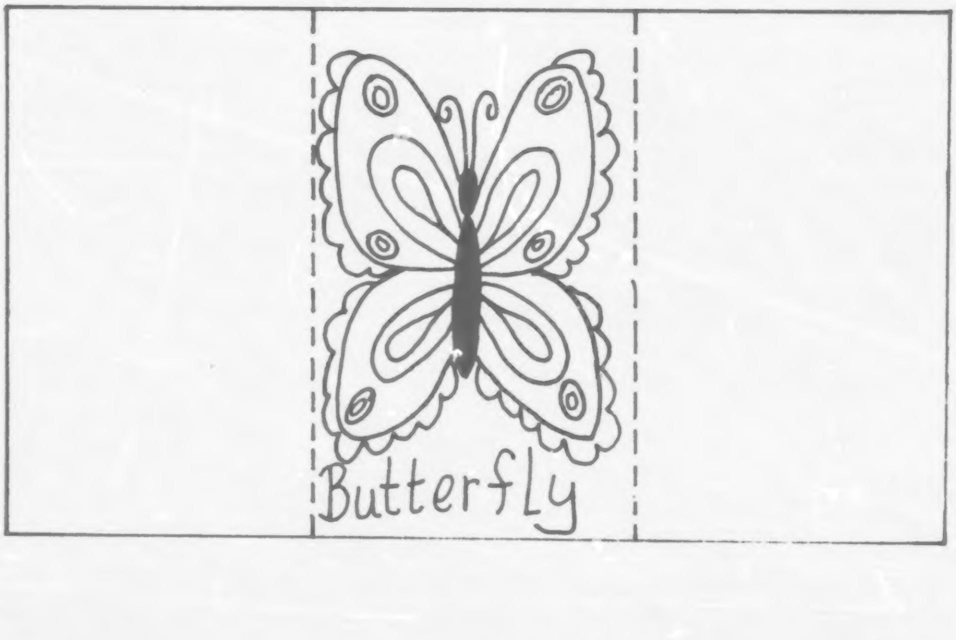
Fly



Exhibits

Exhibit UE 4.2

Beadle Poker for Pros:

To make: Prepare a deck of 52 cards as follows:
spare--pain--pear--chair
size--eyes--flies--prize
light--bite--height--fright
please--pleas--freeze--fleas--
gaze--plays--maize--trays
though--row--no--toe
plain--plane--reign--rein
hay--hey--neigh--play
raid--played--neighed--strayed
heart--art--dart--apart
great--eight--ate--plate
high--spy--tie--rye
too--two--to--shoe

Mildred P. Beadle

* * *

Exhibit UE 4.12

"D"

Once upon a time there was a dingy family who had a dumb dog. They had a daughter named Debbie. Their daughter liked to deal cards. She put cards down the drain and made a disaster. Her parents were dumbfounded because of what she did. Debbie wrote what happened in her diary. Her Daddy said, "If you will be good, I will get you some drums." Her friend, Dawn, went to the dam and threw Doritoes in. They went home, and there was diesel in her driveway. They nearly died! Her Dad didn't like diesels!

ALWAYS M

Michael Marvin Maravich has a sister named Mary May Maravich. They have a dog named Mourner. He was named that because every morning he mourned by the door. Once they took a trip to Maryland. For lunch they ate macaroni, marmalade, and milk. Then they felt like a mile walk. While they were walking down Maine St., they met Mickey Mantle. Then the three M's went home.

Lendell Ellis

* * *

Exhibits

Exhibit UE 9.1

SPERRY STUDENTS TASTE FIRST TERM PAPER BATTLE

By ROB KERBY
Of the World Staff

SPERRY - Hans Christian Anderson's father "was a poor shoemaker. His mother was emotional."
--by Cynthia Bowles, 10.

Science fiction pioneer Jules Verne's "insane nephew shot Verne in the foot. Verne's health was not good after that."--Joe Wilson, 10.

Children's writer, Betty Cavanna, "married Edward Headly. Suddenly, Edward died. Then Betty and her son lived together happily."--Shelley Holland, 10.

Fifth and sixth graders in Mrs. Cookie Eddings' Language Arts classes here are getting a head start on a task every high school student fears:

The term paper.

They're writing that dreaded research project required of graduating seniors in which every comma must be in place, footnotes must be 1-3/8 inches from the bottom of the page, and bibliographies must cite multiple sources.

They're not just going throught the motions, either. Each youngster is required to turn in note cards, outlines rough drafts, and a perfect final product complete with title page, index and bibliography.

Due to the intensity of the project, last month Mrs. Eddings sent home notes explaining what was going on. The Sperry native - who the kids say gives out spelling words in a television "Rosanne Rosanadanna" voice - hadn't come up with a "make-them-work" project to keep her classes from having fun at school. She wasn't punishing anyone. She was giving the 10- 11- and 12-year-olds a chance to put to practice things fifth and sixth graders should be doing, anyway: using encyclopedias and other reference works; composing original paragraphs; using correct grammar and punctuation, gleaning important facts from lengthy articles; and using an ink pen.

For the next several weeks, classes watched films on how to organize facts into outline form and spent class time at the Sperry Branch of the Tulsa City-County Library. They made oral reports in class on the progress of their reports.

Some of their discoveries: Laura Ingalls Wilder, creator of the "Little House on the Prairie" books and TV show, actually spent most of her life in the Missouri Ozarks.

A diabetic, Jules Verne served six years as mayor of Amiens, France.

Children's novelist, Beverly Cleary read almost every book in a library near her home by the time she was in the sixth grade.

What did the youngsters learn from the experience?

"When you go to a different subject, you go to a new paragraph," observed Prent Arnold, 11.

"You get more done when you're only concentrating on one thing," said Lori Kime, 11.

"It is a good feeling to know that you've done it before," noted Tim Neece, 11. "You know when you have to do it again later."

Joi Bridgemen, 12, agreed, "When we get to college, writing reports will be easier for us."

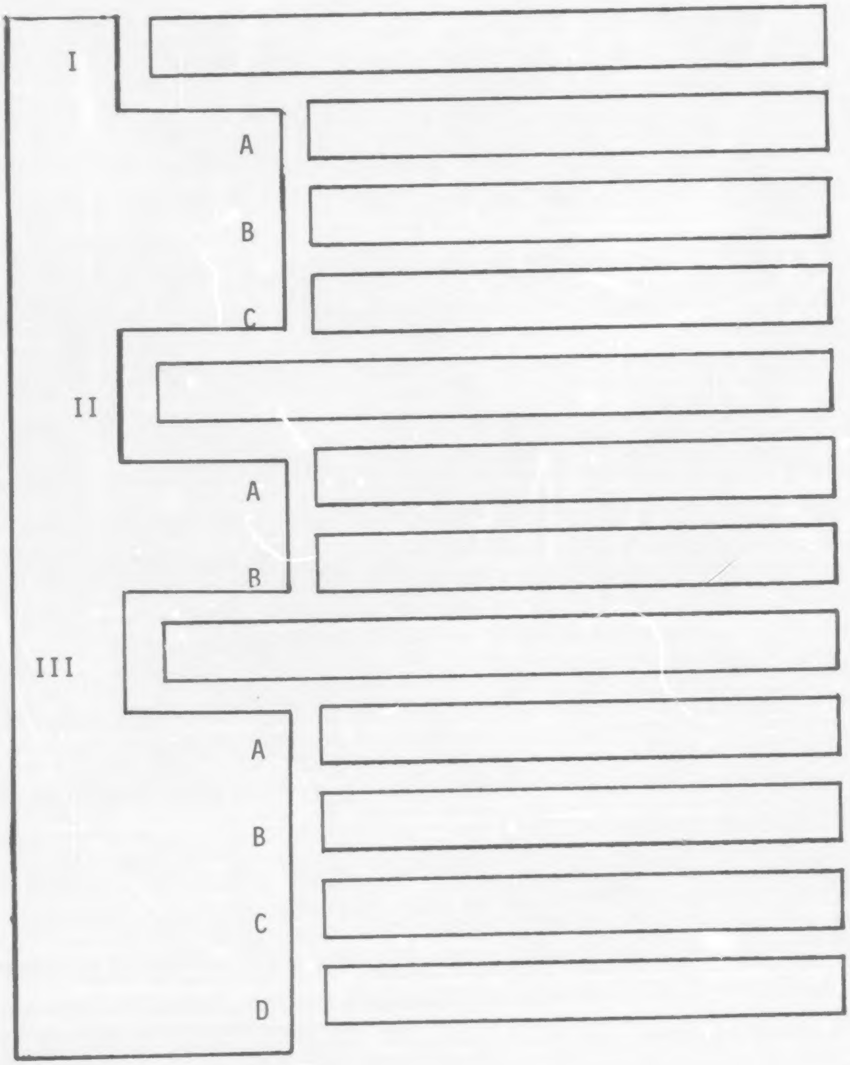
Cookie Eddings

* * *

Exhibits

Exhibit UE 9.2

Students may select their own short stories and make an outline answer sheet. They they try to ge a buddy to make the outline on oak tag phrase strips to see how their ideas of outlining compare.

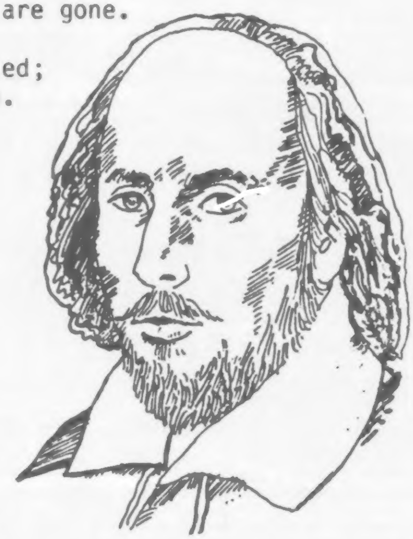


* * *

Exhibits

Exhibit UE 19.1

SHAKESPEARE



Unbidden guests are often welcomest when they are gone.

Now tis the spring, and weeds are shallow-rooted;
Suffer them now and they'll oregrow the garden.

In thy face I see
The map of honour, truth and loyalty.

To weep is to make less the depth of grief.

Talkers are no-good doers.

Having nothing, nothing can he lose.

And many strokes, though with a little axe,
Hew down and fell the hardest timbered oak.

Yield not thy neck
To fortune's yoke, but let thy dauntless mind
Still ride in triumph over all mischance.

For how can tyrants safely govern home,
Unless abroad they purchase great alliance?

A horse! A horse! My kingdom for a horse.

What he hath scarced man in hair, he hath given them in wit.

Unquiet meals make ill digestions.

Kindness in women, not their beauteous look,
Shall win my love.

I have no other but a woman's reason
I think him so, because I think him so.

O Romeo, Romeo! Wherefore art thou Romeo?
Deny thy father, and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

He jests at scars, that never felt a wound.
But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun.

What's in a name? That which we call a rose
By any other name would smell as sweet.

Love looks not with the eyes, but with the mind,
And, therefore, is wing'd cupid painted blind.

(continued)

Exhibits

Exhibit UE 19.1 (Cont.)

All the world's a stage
And all the men and women merely players,
They have their exits and their entrances;
And one man in his time plays many parts.

Et tu Brute.

The Fool doth think he is wise, but the wise man knows himself to be a fool.

He has not so much brains as ear-wax.

Our doubts are traitors,
And make us lose the good, we oft might win
By fearing to attempt.

We must not make a scarecrow of the law,
Setting it up to fear the birds of prey,
And let it keep one shape, till custom make it
Their perch, and not their terror.

Why, then the world's mine oyster,
Which I with sword will open.

The lady doth protest too much, Methinks.

I will speak daggers to her, but use none.

Fair is foul, and foul is fair:
Hover through the fog and filthy air.

Double, double toil and trouble;
Fire burn and cauldron bubble.

These violent delights have violent ends.

Wisely and slow; they stumble that run fast.

O, call back yesterday, bid time return!

Tomorrow, and tomorrow. and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The why to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

(continued)

Exhibits

Exhibit UE 19.1 (Cont.)

There's small choice in rotten apples.

For you and I are past our dancing days.

Small showers last long, but sudden storms are short.

The ripest fruit first falls.

Heaven has no rage like love to hatred turned,
Nor hell a fury like a woman scorned.

Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them,
The good is oft interred with their bones.

Not that I loved Caesar less, but that I loved Rome more.

B	R	U	T	U	S	W	T	E	N	G	L	A	N	D	S	V
T	X	R	V	O	S	T	W	E	L	F	T	H	W	D	T	E
W	I	L	L	I	A	M	E	V	W	I	M	N	R	S	L	N
H	P	J	U	L	I	U	S	M	O	A	Z	O	P	Q	O	I
O	P	V	L	C	C	A	P	U	L	E	T	A	C	B	W	C
V	A	U	X	P	D	L	N	T	E	D	C	X	B	K	A	E
W	O	Z	R	B	R	D	R	E	A	M	N	D	I	E	C	E
X	W	L	O	I	M	L	D	O	R	M	P	K	B	D	T	C
L	X	Q	P	A	T	X	X	W	M	K	I	G	L	O	O	H
A	V	E	R	O	N	A	H	O	K	E	V	N	E	G	R	X
H	A	M	L	E	T	A	N	D	C	H	O	L	G	L	W	W
C	H	R	I	S	T	M	A	S	T	R	A	T	F	O	R	D
W	E	V	K	A	T	E	M	P	E	S	T	V	R	B	V	B
X	I	D	E	S	O	B	M	I	O	D	R	A	K	E	D	C
L	O	N	D	O	N	C	D	E	M	A	C	B	E	T	H	V

(continued)

Exhibit UE 19.1 (Cont.)

__________Caesar was a Roman ruler and the title of one of Shakespeare's plays.

King __________is about the relationship between parents and children.

Twelfth Night took place around this holiday. __________

The __________ of the Shrew was about a spiteful woman.

Romeo and Juliet took place in __________.

Juliet's last name was __________.

Some of Shakespeare's plays were: __________ and Juliet
__________ Night
As you __________ It
The Merchant of __________
A Midsummer Nights __________
The __________

When Shakespeare's family suffered some misfortune, they moved to __________ where he did most of his writing.

The __________ didn't approve of Shakespeare's plays.

Most of his plays were performed at the __________ Theater.

Shakespeare was a __________ before he became an author.

During this period, Sir Francis __________ led the defeat of the Spanish Armada.

Queen __________ encouraged Shakespeare by having his plays performed at her castle.

Shakespeare's first name is __________.

This is the only book printed more often than Shakespeare's plays.

__________ took place in Denmark and is a drama of revenge.

Caesar was warned to "Beware the __________ of March."

__________ was Caesar's best friend.

__________ is a play full of murder and witches.

* * *

Exhibits

Exhibit UE 28.1a

TV Commercials Log

Advertised Product	Selling Approach	Target Audience	Were you in the Target Audience?	Do You Think This Approach Is Successful?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Barbara Moore

* * *

Exhibits

Exhibit UE 28.1b

Glossary of Terms for TV Commercial Selling Approaches:

Bandwagon - "It must be good because everybody's buying it" selling approach. Buyers are urged to "Be one of the crowd and get on the bandwagon."

Commercial - Advertisement broadcast during or between TV shows to make money for the network.

Critic - A person who gives an expert opinion about an advertised product, usually listing its superiority to other similar products.

Prestige Image - A product being advertised is associated with attractive, famous, or wealthy people or with places or activities which are currently popular.

Message - The meaning or theme of a commercial or program.

Name Calling - Using unpopular terms to refer to the competition to make the advertiser's own product seem better.

Plain Folks - Associating a product with ordinary people who appear to be the "average American family" type.

Symbol - A design or effect which has a meaning of its own, but is used to sell a product with which it has become associated.

Target Audience - The group selected by age, economic status, hobbies, at whom a particular commercial is aimed.

Testimonial - A commercial which associates a product with a famous person or authority.

Weasel - An advertising message which implies an idea, but does not state directly. Words such as usually, might, chances are may be used.

Barbara Moore

* * *

Exhibits

Exhibit UE 28.1c

Questionnaire for Evaluating TV Commercials

1. Which commercials made you want to buy the products?

2. Which commercials did you find offensive or dull?

3. Have you used any products advertised on the commercials you recorded? ________ Which ones have you used? ________________

4. Which selling approach do you think works best? ____________

   Why do you think it is successful? ________________

5. Do you ever use any of these "selling approaches"? ________

   If so, which ones ________________________

   Discuss one specific occasion when you feel you used one of these well: ________________________

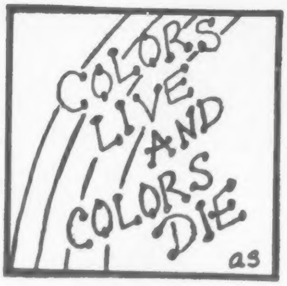
Barabara Moore

* * *

Exhibits

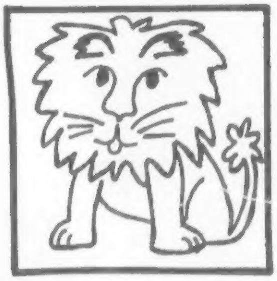
Exhibit UE 29.1

"Colors Live and Colors Die" - from Hailstones and Halibut Bones

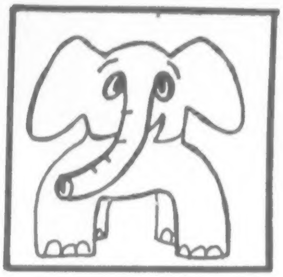

COLORS LIVE AND COLORS DIE
as

Colors live and colors die . . .

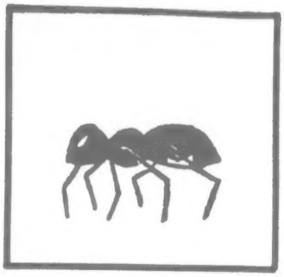
Like acrobats on a high trapeze
The colors pose and bend their knees
Twist and turn and leap and blend
Into shapes and feelings without end . . .



Orange is brave
Orange is bold
It's bittersweet
And marigold.



Blue is twilight
Shadows on snow
Blue is feeling
Way down low

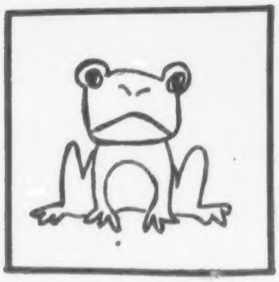


Black is a feeling
Hard to explain
Like suffering but
Without the pain.

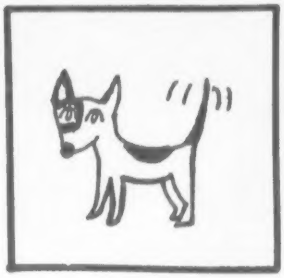
(continued)

Exhibit UE 29.1 (Cont.)

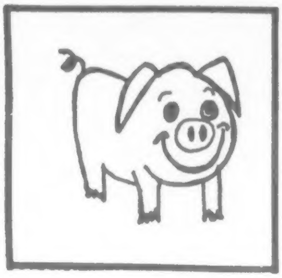
The colors live
Between black and white
In a land that we
Know best by sight.
But knowing best
Isn't everyting,
For Colors dance
And Colors sing,
And Colors laugh
And Colors cry -
Turn off the light
And Colors die.



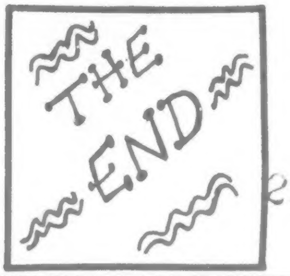
And they make you feel
Every feeling there is
From the grumpiest grump
To the fizziest fizz.



And you and I
know well
Each has a taste
And each has a smell.



And each has a wonderful
Story to tell . . .



Exhibits

Exhibit UE 30.1

PROGRAM TYPES

Situation Comedy ______________________________/______

Drama ______________________________/______

Talk Show ______________________________/______

Game Show ______________________________/______

News ______________________________/______

Crime ______________________________/______

Sports ______________________________/______

Soap Opera ______________________________/______

Variety Show ______________________________/______

Cartoons ______________________________/______

Others ______________________________/______

Write the name of your favorite show in each category. After the slash mark, mark an X each time you watched this show last week.

Barbara Moore

* * *

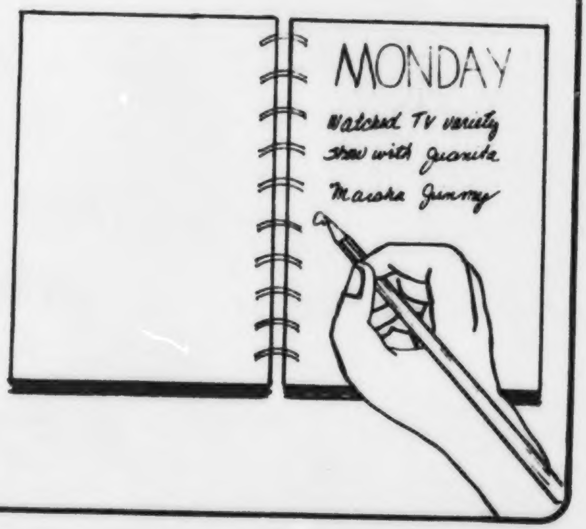

MONDAY
Watched TV variety
show with Juanita
Marsha Jimmy

Exhibit UE 32.1

Shoe-Box Puppets

Materials:
1 shoe box
3 #8 paper sacks
cloth scraps,lace, ribbon, etc.

Paper Sacks:
Stuff one sack with old newpaper to form head. (Do not overstuff.)
Twist end of sack to form neck.
Cut and paste features on face.
Lay aside.

Cut the other two bags on long seams.
These form arms and legs.

Assembly:
Tape arms to sides of shoe box.
Tape legs to bottom of box.

Insert neck through hole made in top of box.

Dress puppet as you wish.

* * *

Exhibit LS 1.4

HAIKU

The Japanese write poems in a very simple form. The haiku ("HI-Koo") is a three-line, unrhymed poem composed of five syllables in the first line, seven in the second, and five in the third. Haiku is very popular in English.

Turkey, dressing, ham
How I love to see it come
And watch the day pass.

Nothing is better
Cranberries are delicious
Ships and pilgrims too.

Good is the day of
Inviting other families
Over to eat too.
Mary Smith

I like Thanksgiving
And turkey and November
They go together.
Patricia Perkins

Happy Holiday
Well it's Thanksgiving
And the turkeys are out now
Soon to be eaten.
Richard Lasanta

Thursday
Mom bakes good turkey
I eat good on Thanksgiving
The pies are so good.
Charlotte Holt

Thanksgiving
Reminds me of food
Turkey, ham, pie, cake, of all
The things I like - pie!
Sherrie Brewer

Thanksgiving at Grandmothers
We eat Thanksgiving
At my grandmother's big house
And stay all day long.
Ron Fralix

Turkey
Please pass the turkey.
Do you like turkey or duck?
Yummy pecan pie.
Sheilia Johnson

Thanksgiving
I don't like stuffing
But I like chicken and pie
Give me the dressing.
Eric Fell

Thanksgiving
I don't like dressing
But I like turkey and ham
I like barbeque.

Grandmother's House
Nothing to do here
I'd like to be somewhere else
At grandmother's house.
Dean Dever

Thanksgiving
I don't like turkey
But I like duck and dressing
Pass the platter please.
LeMaun Lancaster

(continued)

Exhibit LS 1.4 (Cont.)

A-B-C- Stories 8th Grade Reading

In an A-B-C-(or alphabet) story, each sentence begins with the next letter of the alphabet.

A meal was being prepared. But until it got through we were waiting. Cause if we got in the way it would take longer for us to eat dinner. Dressing was taking the longest to cook. Every thing was done now so we sat down to eat.

Clifford Alberty

Thanksgiving

Apple pies were baking in the oven.
Banana pudding was sitting on the table.
Candy was in the bowl.
Delicious donuts were on the stove.
Egg salad was in the bowls.
Fruit was in the bowl on the table.
Gravy was on the stove.
Ham was setting on the table.
Ice cream was in the freezer.

George Cheatham

Apple pies have just been taken out of the oven. Baking in the oven is pumpkin pie. Coming to see us for Thanksgiving is Grandpa. Down in the basement getting turkey out of the freezer is Mom. Early in the morning we started baking. Father in the living room watching T.V. Gravy is being made. How many are coming? Ice cream is in the freezer getting cold. Jane is in the bedroom in bed. Kate is setting the table. Lemon pie is on the table. Mashed potatoes are ready. Nat is in the living room.

Chantey Hodges

Actually, one Thanksgiving morning Mother was making apple pie and baking beans, while my sister was cutting up bananas for the fruit salad. Bobby my brother went out to buy the turkey. Cathy brought in some cranberry sauce for the dressing; cakes and cookies were sitting on the table.

Dad walked in and got a walnut from the stack on the table. Eggs were in a pot of boiling water. Fruit and Jello were put togther to make fruit-jello.

Gravy and potatoes were being made. Ham was being baked in the stove. Ice cream was for dessert.

Joey Wood

A wonderful morning was coming on. Because today is the day peace was being made between the two groups. Coming from the deep woods were the Indians, and from the water the Pilgrims came and made peace. Day by day they helped each other work. Especially in food, they had a big feast.

Frank Ybarra

(continued)

Exhibits

Exhibit LS 1.4 (Cont.)

Paragraphs - These paragraphs represent an assortment of student ideas about Thanksgiving.

Thanksgiving is a good word because Thanksgiving, to me, means giving thanks to God for all He has done for me, and everyone else that lives in this world. He has done everything for us and yet most people don't even realize it enough to appreciate it. So when the Thanksgiving holiday comes, I am giving thanks to God for all the wonderful things.

Laura Ezell

Thanksgiving

Thanksgiving means a lot to me. On Thanksgiving all of my relations come over and we have a big dinner that consists of a big turkey, mashed potatoes and gravy, dressing, and cranberry sauce.

Sometimes Thanksgiving is boring because my dad always watches a football game on T.V. and we never get to watch the Thanksgiving Day Parade.

Jennifer Yoning

How to Eat on Thanksgiving

First of all you wait for your parents to slice the turkey. Then you sit at the table and say your prayer. Then you yell, "I want the drumstick." When you have your plate, you eat all you want. Then when you eat your pumpkin pie you lie in your bed because you have a terrible stomach ache. That's how you eat on Thanksgiving Day.

Lawrence Saiz

Thanksgiving

I like Thanksgiving because we can have pie, cake, cookies, etc.

Most people I know like turkey. I don't because you have to kill an animal to get one, and I don't like to kill animals. You would not like for an animal to kill you, would you?

That is how I think of Thanksgiving.

Donna Franks

Thanksgiving

Thanksgiving is a happy moment for me. I watch and help my parents cook. But the best part is breaking the wish bone. Me and my sister make the dressing and cook the bread. Then we go and watch T.V. That's how we spend ours.

Amy Traister

How I Plan on Celebrating Thanksgiving

My first plan is to help to make pies, cakes, and cook. My second plan is to eat. My third plan is to go over to my grandparents, and all my first cousins that live here will be over there. My fourth plan is to go home and go to sleep.

Marsha Lipscomp

(continued)

Exhibit LS 1.4 (Cont.)

Title Poems - Each line in a title poem begins with a letter of the title. To write one, pick a subject. Make the subject your title. Write the letters of your title in a vertical row (downward). Then write the lines of your poem, starting with the letters you have written. Each line can be a word, phrase, or sentence.

T hankful for everything
U nderstanding our heritage
R eally delicious food
K nives, forks, and spoons
E ating everything in sight
Y ummy yum

A fter supper cuddling
N ear the fire watching the flames
D ance

D reaming
R emembering days gone by
E ach person thankful for what they have
S inging a song
S aying a prayer of thanks
I ntellectually stimulating
N eat things to come
G irls and boys in love
Therea Marshall

T aking care
O f
G oodies
E ven
T he ham on your plate.
H aving
E njoyed
R olls
N ever the less
E veryone
S tanding to give the
S upper grace.
Kim Lucas

C hristians
H elping one another
U nited together
R eceiving God's good love
C aring for your brother
H aving a good time.
Catherine Swafford

S ee that basket
S ee that rim
T hanksgiving's coming
L ets dig in!
Catherine Swafford

T hanksgiving
H aving
A ll of the family
N ear
K nowing
S upper is coming
Maxine Ford

M eeting
E veryone
N ear the table
U ntil all the food is gone
Tammy Wade

C olorful
R eady to eat
A nd not
N eatly placed
B aked just right
E very Thanksgiving Day
R ed and juicy
R esting on a plate
Y um yum yum

S ee it
A nd eat it
U nited
C heerful friendship and love
E verybody have fun
Pam Ress

P reparing food
U nited
M any thanks
P racticing manners
K indness
I nvolvement
N eglecting homework

P osing for pictures
I nterest in family
E nthusiasm
Denise Andrews

(continued)

Exhibits

Exhibit LS 1.4 (Cont.)

H elping
E ach other
L oving
P eacefully
I n a
N ice
G iving way
Rachel Hicks

C hewy
A pples
N uts
D elicious
Y ummy for your tummy
Carla Elliott

C armal
A pples
N utty
D angerous
Y ukky
Colette DeAcklen

M ask
U gly
M an
M e
Y ell
Lolita Dorsey

G oblin
H alloween
O oooooh
S cary
T rick a treat
Brenda Arcadi

G oblin
H aunted house
O oh
S cary
T aste candy
Harold Brown

H owl
A pe
L iars
L ivers
O oh
W itch
E erie
E ven
N ight
Mark Berry

G oblin
H aunted
O ld
S cary
T rick treat
Timmy Standfield

S cream
C andy
A fter
R un
Y ell
Cynthia Sampley

(continued)

Exhibit LS 1.4 (Cont.)

Poetry - Poems and stories were written in Dr. Kidney's class.

It was late one night in a misty town,
Where the moon is always full and round.

Where dogs and cats screech and howl;
Where the moon is always full and round,
It was a night of horror;
A night of fright.

I was walking down the country
town, where it led to
A scary path, where it led to a
scary house.
Where not even a mouse
Lived in the house.
I knocked on the door, no answer,
and all of the sudden
The door opened. I walked in
the house and I saw
A dead mouse hanging from the neck,
But then I saw the ghost of the gypsies.
I looked at her once but I didn't
look twice.
I flew out of the house and never
came back again.
Frank Ybarra

It was a cold windy night in a little
town called ghost town.
All the ghosts love to play on Halloween
night.
They love to come out of the houses and
beds.
They love to fly around and scream and
shriek down the halls of the town.
Most of the people cover their hand
with fright.
The names of the ghosts are the ghosts
rider of the west.
When Halloween is over the ghosts go
back to the houses and grooves.
Johnny Gettens

It was a dark night and the wolves
were out and the dead were back.
And the jack-o-lanterns were flying
and the spooks were spooked and
the ghosts were scared and people
had masks and I was scary.
Floyd Burnett

Halloween is like a masquerade
party.
Everybody has masks that match
their costumes.
It is really eerie! It was really
a shady night.
They have candles in their jack-o-
lanterns to scare people away.
Lennon Moody

Halloween is the day of the ghost,
Black cats and skeletons all over
the world.

Halloween black and orange night.
When everybody is in the roads
Hunting candies.
When you see bats, wolves, and
owls.
Geronimo Murillo

The Haunted House
There were three girls and a boy
whom one of the girls liked.
We all were going out to trick or
treat and we met two guys walking down the street and they
asked if they could go with us.
I said, "yes." The two were very
good looking.
I said, "Would you like to go with
me?"
One of them said, "Yes," and asked
where we were going.
I said we were going to the Haunted
House.
There were six of us.
All of us got scared in the Haunted
House.
Frankenstein chased us out of the
house and we ran so much that
one of the girls was tagging
behind us and Frankenstein was
chasing us.
Tammy Jackson

(continued)

Exhibits

Exhibit LS 1.4 (Cont.)

Who-What-When-Where-Why Poems - Each line answers one of these questions. Each line can be a word, phrase, or sentence. You can change the order of the questions. The poem should tell a story or give a strong picture of something or someone.

The Haunted house

An abandoned house
Settling
In the ground
At night
It was spooky
Lisa Baptist

Halloween

I
Went trick or treat
On my street
At night
Because I wanted candy
Buddy Kyle

Goblins

A goblin
Died
One Sunday Morning
At a house
He got too much air
Marie Dehart

Halloween

One Halloween night
I walked through the dark streets alone
A witch! came along and
Chased me all the way home
Why, I'll ever know.
Shavonda Ingle

Witches

Black witches
Flying around
Halloween night
Outside at dark
To have fun
Donna Franks

Mean

A wicked witch
Gave a little girl an apple
To kill her with poison
On a cold Halloween night
At an old, cold, and dark house.
Amy Traister

Spooky

A big black monster
Lived in a big black house
And on a cold, moonlit, Halloween.
Scared a big ugly witch
Because she poisoned his wife.
Lawrence Saiz

A Witch

A witch
Scared me
On Halloween night
At an old lady's house
To get my candy
Margaret Kelly

Witches

A small witch
Riding a broom
In the dark sky
On Halloween night
To scare people
Cherone Jones

Halloween

Ghosts
To say Boo
On Halloween
Any where
For trick or treat
Norbert Sanford

Deborah Reed

* * *

Exhibits

Exhibit LS 2.6

NOUN NOTEBOOK. Make a booklet:

Use unlined paper and make a decorative back for it. Buy a 3-hole binder or folder for it. You will need white paper, scissors, and paste, also.

Part I - Label a page Persons, put pictures of persons on the page, and write under the pictures who the persons are. Use ink throughout.

Also have pages of pictures for animals, places, things you can see or touch, group words such as flock, family, and herd, and qualities and ideas such as love, hate, or friendship. Label the page appropriately, and under each picture put the noun naming the picture.

Part II - Cut short sentences--not paragraphs--out of magazines or newspapers. You may not cut sentences out of a workbook. Label pages subject, direct object, predicate noun, indirect object, object of the preposition, appositive, nouns used as adjectives, nouns used as adverbs, and nouns used as verbs. On the pages underline the thing stressed in the sentences you have pasted on that particular page.

Subject Example: Mary is pretty.

Direct objects come after action verbs and answer the question asked by the word, what. They receive the action of the verb. Example: John hit the ball.

Predicate nouns come after state of being or linking verbs and rename the subject. Example: John is a boy.

Object of the preposition: Example: The book is (on the table.)

Indirect objects come after action verbs between the verb and the direct object and tell to whom you give something or for whom you do something. Example: Give John the ball. Ball is the direct object in this sentence.

Appositive: A word coming after a noun that renames the noun. Example: John, a small boy, is here. An appositive differs from a predicative nominative in that the predicate noun comes after a linking verb and renames the subject; it completes the verb. An appositive does not complete a verb.

Nouns used as adjectives: Example: Mary looked at her play program.

Nouns used as adverbs: Example: John went home yesterday. Adverbs tell where, when, how, why, and to what degree. In the example, home tells where and yesterday tells when.

Nouns used as verbs: Example: Kids play football in the fall.

Direct address: A noun of direct address is the name of the person to whom you are speaking: Example: John, where is your assignment?

(continued)

Exhibits

Exhibit LS 2.6 (Cont.) ABBREVIATIONS

ramb.	rambling sentence										
ma	error in manuscript or neatness										
PA	error in paragraphing										
frag.	sentence fragment										
rs	run-on sentence										
awk.	awkward sentence										
nc	not clear										
cap.	error in use of capital letters										
p	error in punctuation										
sp.	error in spelling										
gr.	error in grammar										
w	error in word choice										
t	error in tense										
so	something omitted										
ts	topic sentence missing or inadequate										
org	organization of detail lacking										
irr.	irrelevant detail										
tr.	transition lacking										
concl.	conclusion missing or inadequate										
org.	lack of originality										
purp.	purpose not achieved										
trite	overworked word or saying										
redund.	redundance (repeating)										
v	variety										
abbrev.	abbreviation										

Doris Maxwell

* * *

Exhibits

Exhibit LS 11.3

Jane Smith
320 S. W. Eighth
Stillwater, Oklahoma
74074

Parker Knit Goods Co.
211 Carlton Boulevard
Laconia, New Hampshire 37248

Dear Sir:

Please send me sleeveless sweater #104 shown in your October catalog. I would like a brown one. Enclosed is a check for $5.99 to pay for it.

Thank you very much.

Yours truly,
Jane Smith
Jane Smith

Encl.

(continued)

Exhibit LS 11.3 (Cont.)

Your Name
Your Address
Your City, State, Zip

______________ 19___

Pay to
the Order of ____ $______

____ DOLLARS

FALSE TRUST STATE BANK

____

MEMO________________

______________ Ticket Agency
Address
City, State, Zip

______________ 19___

Pay to
the Order of ____ $______

____ DOLLARS

S S L SHYSTER SAVINGS AND LOAN

____

MEMO________________

______________ Ticket Agency ______________ 19___
Address
City, State, Zip

Pay to
the Order of ____ $______

____ DOLLARS

S S L SHYSTER SAVINGS AND LOAN

____

MEMO________________

(continued)

Exhibit LS 11.3 (Cont.)

Business Letter Quiz

Correct all the things wrong that you can find in this letter. There are 35 errors to find.

---

bessy smith
1224 n 13th
Okla city okla
73122

norm products, inc.
2506 w elm St
nashville tennessee

Dear sirs,

I would like to order a copy of the book called Once in Every Life by John Henderson enclosed is a check for $5.00 dollars in payment thank you very much

yours truly

bessie smith

* * *

Exhibits

Exhibit LS 12.6

Each student and each group should utilize the elements of rational thought. Each group should attempt to accomplish many of the more difficult levels of rational thought, that is, the higher numbered items on the list.

UNIT PROJECTS, in particular, should be the products or the more difficult elements of rational thought. Each project will be partially evaluated according to the number and degree of difficulty of the elements of rational thought.

Below is a list of the elements of rational thought and some suggested topics for consideration.

ELEMENT OF RATIONAL THOUGHT	TOPIC
1. RECALLING	What are the appropriate facts, questions, or materials to be utilized in the process of city planning? What have you learned this year which may apply to the planning of your town?
2. OBSERVING	Where do you see the democratic process in action? How does it operate? What do you see in real towns?
3. DEFINING	What presently exists in Norman? What possibilities are available? What are the resources, systems, etc...available?
4. CLASSIFYING	What are the types of problems and types of solutions in city planning? In which group should they be placed? Does it affect other groups?
5. INTERPRETING	What is an ideal town? What does it mean to you? What does your research show? How does something affect your group's interpretation of the ideal town?
6. COMPARING AND CONSTRASTING	What exists in Norman and in other cities? What is ideal for your town? What other options are available? How are they alike? Different?
7. GENERALIZING	Summarize the major ideas and conclusions from the facts. What are the main ideas to be considered in discussing Norman and your model city?
8. INFERRING	What are the possible effects of adopting such a policy? How would the citizens respond if....?

(continued)

Exhibits

Exhibit LS 12.6 (Cont.)

ELEMENT OF RATIONAL THOUGHT	TOPIC
9. ANALYZING	What are the causes, effects, roles and methods for change? What are the major elements? What are the fallacies in reasoning? Discuss logic and reasoning in class.
10. SYNTHESIZING	How do the facts fit together to lead us to a conclusion? How do they lead us to a concept useful for our city planning? How does it all fit together to help us understand the city as a whole? How do the diverse elements relate and interact?
11. DEDUCTION	Apply the rules of earth science or of the legal system to a particular case or to the process of city planning. Apply the rules of city planning to a particular situation.
12. IMAGINATION	Create an ideal town, a fictional character, a landmark, or a situation for discussion.
13. HYPOTHESIZING	Provide a proposition or assertion of a principle of city planning, a law, etc... How do we explain the phenomena? What is the probability of this event occuring? Propose a solution to a problem. Propose a new system.
14. PREDICTING	What will result from the adoption of this policy or law? What will happen next? What will happen if we do not adopt the policy?
15. EVALUATING	In what ways is the policy, law, governmental system, etc..., good, effective, fair, and valuable? Which is best for the majority of the citizens? Why? Is it ethical? Is it feasible? What are your criteria for evaluating?

(Students may wish to refresh their memories of the elements of rational thought by referring to the short story unit and the list of appropriate assignments.)

* * *

Exhibits

Exhibit LS 15.6 (Cont.)

APPENDIX A - TERMS AND CONCEPTS

- Short story
- Genre
- Historical period
- Theme
- Exposition
- Complication
- Climax
- Resolution
- Conclusion
- Figures of speech
  - simile
  - metaphor
  - personification
  - synecdoche
  - irony
  - hyperbole
  - litotes
  - paradox
  - apostrophe
- Symbols
- Dialogue
- Prose
- Narrative
- Setting
- Fiction
- Mood, atmosphere
- Characterization
- Plot
- Conflict
- Denouement
- Humor
- Wit
- Comedy
- Foreshadowing and suspense
- Dramatic irony
- Surprise
- Comic relief
- Point of view
- Biographical study of authors
- Literary criticism
- Elements of humor
- Parable
- Analogy
- Satire
- Style
- Unity
- Allegory

APPENDIX B - HUMOR AND WIT - Suggested Reading List

1. W. Soemrset Maugham: "The Luncheon"
2. James Thurber: "The Night the Ghost Got In"
3. James Thurber: "Mr. Monroe Holds the Fort"
4. James Thurber: "The Secret Life of Walter Mitty"
5. Gavin Maxwell: "Mijibil"
6. Shirley Jackson: "Charles"
7. Jessamyn West: "The Pacing Goose"
8. O. Henry: "The Gift of the Maji"
9. Mark Twain: "The Celebrated Jumping Frog of Calaveras County"
10. Heywood Broun: "The Fifty-First Dragon"
11. "Elements of Humor," Modern Speech, Holt, Rinehart and Winston, 1966.

(continued)

Exhibits

Exhibit LS 15.6 (Cont.)

APPENDIX C - MYSTERY AND SUSPENSE - Suggested Reading List

1. Edgar Allan Poe: "The Tell-Tale Heart"
2. Edgar Allan Poe: "The Cask of Amontillado"
3. Roald Dahl: "Beware of the Dog"
4. Roald Dahl: "The Landlady"
5. Liam O'Flaherty: "The Sniper"
6. Saki: "The Interlopers"
7. Sir Arthur Conan Doyle: "The Adventure of the Speckled Band"
8. Sir Arthur Conan Doyle: "The Adventure of the Dancing Men"
9. Guy de Maupassant: "The Necklace"
10. John Collier: "Thus I Refute Beelzy"
11. "TECHNIQUES: Suspense, Foreshadowing, Imaginative Language," Insights, Webster Division, McGraw-Hill, 1967.
12. "TECHNIQUES: The Art of Edgar Allan Poe," Insights, Webster Division, McGraw-Hill, 1967.

(continued)

Exhibit LS 15.6 (Cont.)

APPENDIX D - HISTORICAL DEVELOPMENT OF THE SHORT STORY

Suggested Reading List

Select at least one from each group, A, B, and C.

Group A:

New Testament parables: Matthew Chapter 13
14th C. Canterbury Tales: "The Nun's Priest's Tale"
15th C. Morte d' Arthur
16th C. Gulliver's Travels: "The Voyage to Lilliput"
Addison: The Spectator

Group B: 19th C.

Washington Irving: "Knickerbocker's History of New York"
Nathaniel Hawthorne: "The Ambitious Guest"
Edgar Allan Poe: "The Tell-Tale Heart"
"The Masque of the Red Death"
"The Cask of Amontillado"
Mark Twain: "The Celebrated Jumping Frog of Calaveras County"
De Maupassant: "The Necklace"
Sir Arthur Conan Doyle: "The Adventure of the Speckled Band"
"The Adventure of the Dancing Men"
O. Henry: "The Gift of the Maji"
Luigi Pirandello: "The Jar"

Group C: 20th C.

W. Somerset Maugham: "The Berger"
William Faulkner: "Two Soldiers"
Ernest Hemingway: "The Killers"
John Steinbeck: "The Leader of the People"
"The Gift"
William Saroyan: "The Summer of the Beautiful White Horse"
J.D. Salinger: Choice of Nine Stories

(continued)

Exhibits

Exhibit LS 15.6

TABLE 1 - LEARNING ACTIVITIES

ELEMENT OF RATIONAL THOUGHT		ACTIVITY
PHASE 1:		
Recalling	1.	Identify the elements of the short story.
Defining	2.	Define the terms and concepts. (Appendix A)
	3.	Describe techniques of writers.
Classifying	4.	Compare similar stories and/or similar authors.
Interpreting	5.	Describe your reactions to the stories. How were you affected by the story?
PHASE 2		
Interpreting	1.	Interpret a story for the class through interpretive reading, choral reading, or reader's theatre.
Comparing and Contrasting	2.	Compare and contrast stories, techniques, emphasis of elements, conflicts, resolutions, underlying cultural values, authors, point of view of characters, or point of view of authors.
Generalizing	3.	Write an essay on the theme of the story.
	4.	Report on stories and authors, individually or in small groups.
Inferring	5.	Improvise a scene of what the character might do if...
	6.	Discuss the symbolic meaning in the story.
	7.	Discuss why the author chose the theme, technique, etc...
Analyzing	8.	Report on biographical data which may have influenced the author's story.
	9.	Trace the development of stories, characters, themes, or authors.
	10.	Identify the influence of the period on the author's product.
Synthesizing	11.	Express your understanding of how the stories in one unit fit together.

(continued)

Exhibit LS 15.6 (Cont.)

ELEMENT OF RATIONAL THOUGHT		ACTIVITY
Deduction	12.	Apply rules or definitions to a particular story.
	13.	Apply the model of the "Dictionary of Questions" to a particular story.
Imagination	14.	Write a short story, a different ending to a story a conversation between two characters, or the scenario for a mystery, short humorous story or a modern short story, or write a parable.
Hypothesizing	15.	Hypothesize, knowledgeably and with supporting argument, the elements of society which maintain a close relationship to art, particularly literature. How do these influence literature?
Predicting	16.	Predict, with supporting argument, what the trend will be in modern short stories, or what an author's other works will be like.
Evaluating	17.	Evaluate the quality of a particular story according to criteria you have generated for yourself.

Evaluation of Student Performance:

1. Written assignments will be graded according to content, style, and basic composition skills on an A-F scale. Letter grades will be converted to a percentage scale.

2. Group oral assignments will be graded on a 100 pt. scale. Each member of the group will receive the group project grade. (See Appendix E.)

3. Individual oral assignments will be graded similarly to group oral assignments. Appropriate 100 pt. scales will be devised to fit the particular assignment.

4. The unit examination will contain objective and essay questions. It will be a 100 pt. test entered twice in the grade book for double value.

5. An evaluation form will be distributed to each student in the packets. Grade, date and initial will be entered by the teacher when she/he completes each assignment. In this way, the student will have a complete record of her/his selections and performance at all times. (See Appendix F.)

(continued)

Exhibit LS 15.6 (Cont.)

APPENDIX E - GROUP PROJECT EVALUATION

_________ hour

Topic ____________________

Members ____________________

____

____

____

	5	4	3	2	1	
1. Fulfills assignment						
2. Well prepared						
3. Serious, sincere attempt						
4. Relevant information						
5. Clear development of ideas, logic						
6. Well organized						
7. Interesting and informative						
8. Thorough in research						
9. Clear, lively presentation						
10. OVERALL EFFECT						

(continued)

Exhibit LS 15.6 (Cont.)

APPENDIX F - INDIVIDUAL ASSIGNMENT AND EVALUATION FORM

Name ______________________

Assignment: 3 individual assignments, 3 dyadic or small group assignments for a total of 6 assignments. At least 2 must be oral presentations.

Description of Assignment	Indiv.	Group	Oral	Written	Grade	Date OK
1. #______						
2. #______						
3. #______						
4. #______						
5. #______						
6. #______						
6 TOTAL	3	3	2	4		

Unit Exam (enter twice) ______ ______

* * *

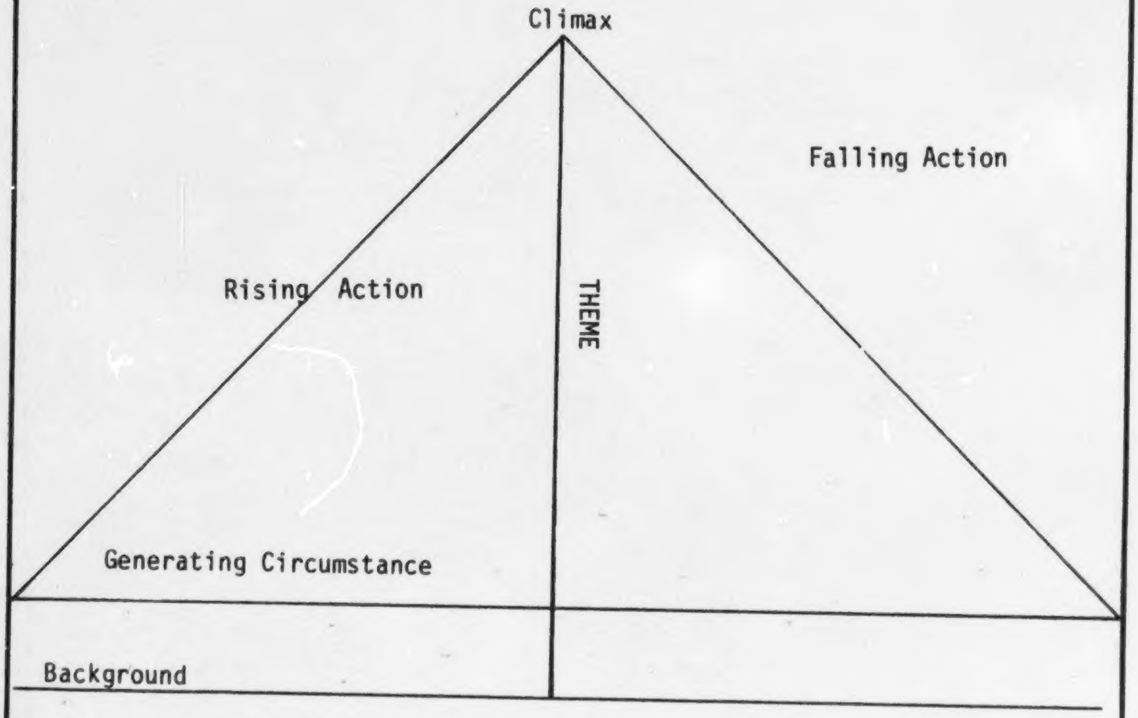
Exhibits

Exhibit 15.7a

ANALYZING THE PLOT OF A SHORT STORY

TITLE:

AUTHOR



CHARACTERS:
Protagonist:

Antagonist:

Other:

SETTING:
Time:

Place:

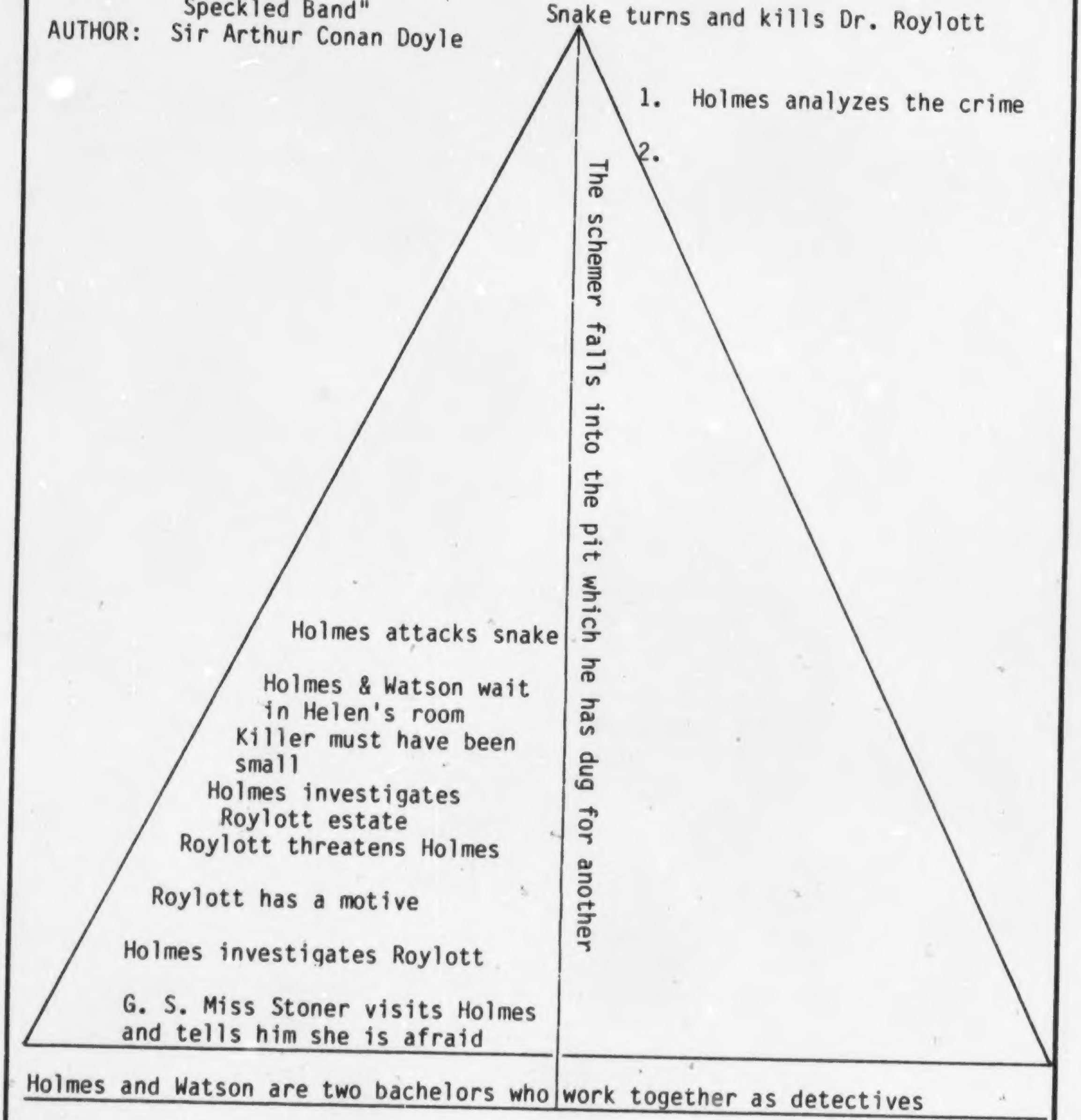
DEFINITIONS:

Background: that which one needs to know in order to understand the story
Generating Circumstance: the point at which the story gets under way
Rising Action: the events which lead up to the climax
Climax: the point at which the conflict or problem is solved
Falling Action: what happens after the climax to tie up the loose ends of the story.
Theme: the idea which the story dramatizes
Protagonist: the character trying to overcome an obstacle
Antagonist: the obstacle threatening the protagonist
Conflict: a situation in which a character is threatened in some way; the one threatened must fight to attain the goal and avert danger.

(continued)

Exhibit LS 15.7b (Cont.)

TITLE: "Adventure of the Speckled Band"
AUTHOR: Sir Arthur Conan Doyle


Snake turns and kills Dr. Roylott
1. Holmes analyzes the crime
2.
The schemer falls into the pit which he has dug for another
Holmes attacks snake
Holmes & Watson wait in Helen's room
Killer must have been small
Holmes investigates Roylott estate
Roylott threatens Holmes
Roylott has a motive
Holmes investigates Roylott
G. S. Miss Stoner visits Holmes and tells him she is afraid
Holmes and Watson are two bachelors who work together as detectives

PROTAGONIST: Sherlock Holmes

ANTAGONIST: Dr. Roylott

OTHER: Dr. Watson
Helen Stoner
Julia Stoner
Percy Armitage

TIME: April, 1883

PLACE: Baker Street
London, England and
Surrey, England

Carole Heitz

* * *

Exhibits

Exhibit LS 34.1

The students in Mrs. Sheila Sander's honors literature class at MacArthur Junior High School appear in their roles in "Two Fathoms Deep", a dramatization of Mark Twain's early life. The cast includes, from far side, Kacey McCutchen, Debbie Anderson, Verna Krebsbach, Rhona Hoffman, Joe McCune, Greg Marlow, Julie Hammond, Mark Prater, Kay Kolstrum (with pipe) and Karen Braddy.

MAC STUDENTS TAPE DRAMA OF TWAIN LIFE

As part of the Lawton Public School's Enrichment Program, a half hour play recently produced by students at MacArthur Junior High School was recorded on videotape Monday.

"Two Fathoms Deep," a dramatization of Mark Twain's early life by Jean A. Elicks, was produced and performed by students in a seventh grade honors literature class, under the direction of the teacher, Mrs. Shelia Sanders.

"In addition to the original script," Mrs. Sanders said, "the students adapted an additional scene from Twain's autobiography, Life on the Mississippi."

The production's technical crew included Todd Hammond and Jeff Shrum on sound effects, Wesley Christian on music, and Jennifer Goodman.

"The tape of the play will be shown to teachers and classes, as well as parent's groups, as an example of what English classes can do to enhance their readings," said Mrs. Barbara Moore, secondary enrichment specialist for Lawton Public Schools.

Reprint of the news story that appeared in the Lawton Paper.

Note: A photograph shows the students in costume on the set performing.

Exhibit LS 34.1 (Cont.)

MAC JUNIOR HIGH CLASSES
PLAN O'HENRY DRAMAS

A dramatization of four O'Henry short stories will be presented Thursday for Mrs. Janell Bibbitt's eighth grade English enrichment class at McArthur Junior High School through the joint efforts of Mrs. Shelia Sander's ninth grade English and seventh grade literature enrichment classes.

Following a unit on playwriting taught by Charlie Clark, artist-in-residence in the Lawton Public Schools, a playwriting committee, directed by chairpersons Teresa Dalston, Karen Peterson, Calvin Crawford and Diane Kennedy, read and chose O'Henry stories for adaptation.

Using techniques presented by Clark and under the supervision of Mrs. Sanders, these students directed ninth grade honor students in adaptation of the short stories into form to be dramatized by seventh grade students.

Students performing in the plays are: Dale Flowers, Carletta Jennings, Doug Davis and Regina Bryant, "A Harlem Tragedy"; Shannon Fulmer and Emily Metzinger, "Make the Whole World Kin"; John Maloney, Mike Deatherage, Kris Stafford, Michelle King and Angie Lewis, "After Twenty Years"; Janie Direickson, Mike Ezell, Karrie Bruton, Amy Fields, Paul Johnson, Eva Waldkoetter, Teasha Fredrickson, Jeff Patton, Shari McClung and Renee Cumm, "The Retrieved Reformation".

Sandy Griffin, Andrea Riley and Calvin Crawford will provide special effects.

Sheila Sanders

* * *

Exhibit LS 34.4

GO TOGETHERS

I know things that go together--
Snow, hail, and stormy weather,
Tootsie Rolls, lollipops, and lime Dum Dums,
Rolaids, Kaopectate, Pepto Bismol, and Tums,
Pirates and ships and treasure chests,
Fried wings, legs, and chicken breasts,
A newborn babe, a pretty white crib,
A little white lie, a BIG FAT FIB,
Two-week vacation, restriction from bike,
A camping trip, a boatride, a weekend hike,
Boys and girls, books and schools,
Wise men and patriots, brave men and fools,
Winter, Spring, Summer, Fall,
An early date, a midnight call
All men brothers--Black, White, Chinese,
I know even more than these.

Written by Nancy Lee Qualls
7th grade, Tomlinson Jr. High
1979-80

Ellen Hood

* * *

Exhibit US 3.2

SENTENCE BEGINNINGS

Nearly a dozen grammatical ways to begin a sentence are available in English. If you have an active command of these eleven, it will be easier for you to start a sentence and to find ways of connecting it in thought to the preceding sentence. The most frequently used ways are these four:

1) Subject - Jim was afraid of the impending examination.

2) Adverb - Unfortunately, Jim has not kept up with his assignments.

3) Prepositional phrase - Before the impending examination, Jim realized that he had neglected his work.

4) Subordinate adverbial clause - Because he had been negligent of his assignments, Jim was fearful of the impending examination.

The remaining kinds of sentence beginnings are more characteristic of writing than of speech, and you will find it worthwhile to master them. This is easy to do, and it will pay handsome dividends in increasing your writing skill.

5) Direct object - His daily assignment Jim had neglected for several weeks.

6) Adjective - Fearful of the impending examination, Jim began to study in earnest.

7) Present Participle - Worrying about the impending examination, Jim stayed up all night to study.

8) Past participle - Deprived of study time by play practice, Jim found himself unprepared for the impending examination.

9) Infinitive - To keep up his grade average, Jim kept faithfully to his study schedule.

10) Absolute construction - Examination time approaching, Jim set aside an hour a day for review.

11) Coordinating conjunction - Jim wanted to participate in the Homecoming festivities and try out for the leading role in the first play of the drama workshop, but examination time was near.

(continued)

Exhibits

Exhibit US 3.2 (Cont.)

Extended Sequences

The June grass, amongst which I stood, was taller than I was, and I wept. I had never been so close to grass before. It towered above me and all around, each blade tattooed with tiger skins of sunlight. It was knife-edged, dark and a wicked green, thick as a forest and alive with grasshoppers that chirped and chattered and leapt through the air like monkeys.

Our Mother, too, was distracted from duty, seduced by the rich wilderness of the garden so long abandoned. All day she trotted to and fro, flushed and garrulous, pouring flowers into every pot and jug she could find on the kitchen floor. Flowers from the garden, daisies from the bank, cow parsley, grasses, ferns and leaves--they flowed in armsful through the cottage door until its dim interior seemed entirely possessed by the world outside-a sill green pool flooding with honeyed tides of summer.

(from The Edge of Day by Laurie Lee - Cider With Rosie - English title autobiography)

Modern Syntax - dominant patterns (free modifiers, additions, phrasal modifiers)

He was snoring softly, with a little bubbling at the lips at every out-breath. - Walter Van Tilburg Clark

Varner looked at him sharply, the reddish eyebrows beetling a little above the hard little eyes. - William Faulkner

Standing for a moment on the edge of the pavement to adjust his cap--the cleanest thing about him--he looked casually to the left and right and, when the flow of traffic had eased off, crossed the road. - Alan Sillitoe

He lay down for half an hour, pressed under the fallen tree where he had hidden, to give time for the thing to go right away and for his own heart to cease thundering. - T.H. White

Noun Phrase/Cluster

I had found before a bank of crocuses, pale, fragile, lilac-colored flowers with dark veins, pricking up keenly like a myriad of little lilac-colored flames among the grass, under the olive trees. - D. H. Lawrence

They sped down the road in a black car, an expensive limousine designed for speed, and soon after came another. - F. Scott Fitzgerald

He tilted back in his chair, and leered at each gentleman, separately, the leer of an animal that knows its power, the leer of a leopard loose in a bird-and-dog shop. - James Thurber

(continued)

Exhibits

Exhibit US 3.2 (Cont.)

Absolutes

Sometimes I lay, the sharp bones of my hips meeting only the hardness of the sand, the sun puckering my skin. - Nadine Gordiner

After that we rode on in silence, the traces creaking, the hoofs of the horses clumping steadily in the soft sand, the trees overhead. - E. W. Teale

At my back the turntable shirred, the needle making a dull scrape among the last grooves. - Saul Bellow

Adjective Phrases/Clusters

Nor his son's face, dappled, feminine in the lips and eyelashes, narrow like a hatchet, anxious and sneering, gnaws at Caldwell's heart like a piece of unfinished business. - John Updike

The head of the filing department, neat, quiet, attentive, stood in front of the old man's desk. - James Thurber

He awoke at two o'clock in the afternoon, very thirsty and dizzy, and rang for ice water, coffee, and the Pittsburg papers. - Willa Cather

Verb Phrases/Clusters

She walked slowly, picking her way as though she were afraid she would fall. - John Steinbeck

He was exhilarating to watch, sweating and swearing and sucking bits of saliva back into his lips. - John Updike

And then the cub saw his mother, the she-wolf, the fearless one, crouching down till her belly touched the ground, whimpering, wagging her tail, making peace signs. - Jack London

* * *

Exhibits

Exhibit US 4.1

1) Each pronoun should agree with their antecedent.

2) Just between you and I, case is important.

3) Verbs has to agree with their subjects.

4) Watch out for irregular verbs which have crope into the language.

5) Don't use no double negatives. Not never.

6) A writer should not shift your point of view.

7) Don't write a run-on sentence you have got to punctuate it.

8) About sentence fragments.

9) In articles and stuff like that we use commas to keep things apart without which we would have without doubt confusion.

10) But, don't use commas, which are not necessary.

11) Its important to use you're apostrophe's correctly.

12) Don't abbreviate unless nec.

13) Check carefully to if you any words out.

14) In my opinion, I think that an author when he/she is writing some thing should not get accustomed to the habit of making use of too many redundant unnecessary words that he/she does not actually really need in order to put his/her message across to the reader of the article.

15) About repetition, the repetition of a work is not usually effective repetition.

16) As far as incomplete constructions, they are wrong.

17) Spel correckly

18) Last but not least, knock off the cliches.

* * *

Exhibits

Exhibit US 7.2

LIST OF NARRATIVE VOICES

1) You're the town drunk telling the story in a bar.

2) You're the Grand Wizard of the Ku Klux Klan explaining to the Chairman of the School Board (also a Klansman) that this is what happens when you mix the races.

3) You're Muhammed Ali. You witnessed the incident through the rear window of your Rolls.

4) You are a camera eye, reporting the accident as it happens. Use present tense.

5) You are an incredible liar, about to tell a whopper about the accident.

6) You're Paul Harvey, describing the incident as one of those warm, funny, and/or poignant "page two" items you do so well.

7) You're the proverbial man in the street--the inarticulate eye witness to plane crashes, flying saucers, and the Second Coming. You were minding your own business, eating an egg sandwich when it happened, and are quite amazed by both the incident and the fact that you saw it. You're being intervied by Brad Edwards of KTVY news.

8) You're the ghost of Daniel Boone, railing against the unnatural problems of modern urban America.

9) You're Tom Brookshire, reporting the incident in terms of sports metaphors and cliches (the game of life, "that's some kind of paramedic out there," etc.),

(OR)

You're Charo describing the incident to Johnny Carson.

10) You're God. You know exactly what happened and whose fault the accident was.

11) The town drunk is describing the accident to a business man while they both sit on a park bench. The businessman does not believe this is the way it happened. We hear what both men say, but share only the businessman's thoughts. The drunk does not realize the businessman does not believe him.

12) You're a misguided liberal, trying to draw social implications from the incident. You witnessed the accident as you were taking your Vietnamese war-orphan to her square dancing lesson.

Dr. Leon Munson

* * *

Exhibits

Exhibit US 7.16

THEME ORGANIZATION AND DEVELOPMENT

I. Organization

A. Introduction

The introductory paragraph captures the reader's attention and introduces the central idea of the paper. The paragraph moves from the general statements about the topic to specific statements. The thesis statement announces the theme of the paper.

1) Although the introduction appears first in your paper, write it after you have written the body and the conclusion. It is difficult to introduce something you have not written.

2) One way to form a thesis is to pose a question (to yourself). What is the function of the symbolism in Lord of the Flies? Examining the symbolism provides data for drawing a conclusion which becomes the thesis.
Example: In Lord of the Flies the symbolism functions to help reveal characters, to foreshadow events and to create mood. A discussion of these three ways (subject segments) in their chronological order provides the body of the paper.

II. Body

Every paragraph develops the thesis and every sentence in the paragraph is related to the topic sentence.

A. Begin each body paragraph with a topic sentence which is an expansion of one of the subject segments in the thesis.

B. A very basic body paragraph should consist of the topic sentence, a discussion of specific examples to support the topic sentence, and a final statement to unify the paragraph.

1) Do not merely list your examples. Discuss them in detail and relate them to each other.

2) Pay attention to transitions. For example, the topic sentence for paragraph two in the theme on Lord of the Flies might read: "Not only does the symbolism function to reveal characters, it also helps to foreshadow events." (In other words, if one of your body paragraphs were read alone, it should be very clear to the reader that something has preceded it.)

III. Conclusion

The conclusion summarizes the main points and restates the statement. One or two sentences are needed to unify the theme after the thesis is restated.

IV. Stylistic Hints

A. Write your paper as though you were addressing it to someone who is reasonably familiar with the subject. What you would say to another class member is a suitable standard.

B. Use the present tense consistently. Literature lives.

C. Titles of books are underlined; stories, poems, chapters from books are set in quotation marks.

Exhibit US 7.16 (Cont.)

D. Keep your paper balanced. Spend equal amounts of space on equally important items.
E. Make an appropriate title for your paper.
F. Write in 3rd person. Do not say "I believe", "My opinion is", "I think", "you know", etc.
G. Do not say "This paper will show", etc. State what you want to prove and support it with specific examples.
H. Always make a plan page before writing a paper. The more planning you do, the easier your paper will be to write.
I. Do not use contractions.
J. Do not use there as a subject.
K. Do not use prepositions without objects.

PLAN PAGE EXAMPLE

What Makes A Good Book (Title)

I. Introduction
  A. General Idea: A good book is a joy forever.
  B. Thesis Statement: A book gives pleasure if it has realistic characters, a believable plot, and an idea that is important in life.

II. Body
  A. Topic Sentence - Realistic characters stimulate curiosity and imagination.
  B. Topic Sentence - A believable plot makes one regard the book as serious and important.
  C. Topic Sentence - An important and vital idea gives joy and something to ponder long after the book is finished.

III. Conclusion

TRANSITIONS AND USES

1. For adding a point
   and
   or, nor
   also
   moreover
   furthermore
   indeed
   in fact
   first, second, etc.

2. For illustration
   for example
   for instance
   for one reason
   similarly
   likewise

3. For adding consequences
   therefore
   thus
   so
   and so
   hence
   finally
   on the whole
   in other words
   in short

4. For qualifying a point
   frequently
   occasionally
   in particular
   in general
   specifically
   especially
   usually

5. For conceding a point
   of course
   no doubt
   doubtless
   to be sure
   granted that
   certainly

6. For revision of thought
   but
   however
   on the contrary
   not sure at all
   surely

(continued)

Exhibit 7.16 (Cont.)

7. For returning to a thought
   - but
   - however
   - on the contrary
   - not at all
   - surely

8. For attaching a concession to a point
   - although
   - whereas
   - though

9. For connecting a reason
   - because
   - for
   - since

10. To restrict the general idea
   - if
   - in case
   - last
   - provided
   - unless
   - when

11. For tentative conditions
   - as is
   - as though
   - even if

Sherry Morgan

* * *

Exhibits

Exhibit US 11.1

Getting ready for the exam

1) Study the teacher's methods for choosing examination questions.
2) Review weekly for each class.
3) Study for a reasonable time--about two hours at a single sitting.
4) Try to use material learned in other classes to help answer test questions.
5) Review material extensively throughout the week before an exam.
6) Keep up on daily study all the time.
7) Keep a special list of special terms used in class.
8) Study errors on past exams to prepare for later test.
9) Do some review work with one or two other members of the class.

General tips for taking a test

1) Go to bed at the regular hour on the night before an exam.
2) Arrive at the exam room a few minutes before the deadline.
3) Always take necessary pencils, paper, or other equipment.
4) Make yourself physically comfortable during the exam.
5) Read the directions carefully.
6) Look over all the test before answering any of it.
7) Avoid choosing a seat next to an open hall door.
8) Try to answer the easier questions first.
9) Give extra time and effort to the questions that count most.
10) Look for "leads" in one question that may help suggest answers to other questions.
11) Reread answers to catch small errors.
12) Maintain a calm, even spirit as you work on the exam.

Sherry Morgan

* * *

Exhibits

Exhibit 15.1a (Cont.)

1901 Salamander Avenue
Tucson, AZ 85799
March 29, 1979

Mr. Theodore Brown
Director of Personnel
Cityside Bank
Tucson, AZ 85701

Dear Mr. Brown:

Past experience in working with the public, accurate typing skills, and an energetic enthusiasm to master new skills and knowledge give me a background which, I believe, would make me a productive employee of your bank.

My resume is enclosed with further details.

Because there is no one to answer the telephone at my home much of the time, I will call you at 3:30 on Monday, April 7, to find out whether and when I may present myself for an interview. I hope this meets with your approval, as I eagerly look forward to discussing possible employment with you.

Sincerely yours,

Penny Hunter

Penny Hunter

(continued)

Exhibit 15.1b (Cont.)

PENNY HUNTER

1901 Salamander Avenue 602-899-1798 Tucson, Arizona 85799

Offering typing skills, a strong sense of responsibility, the willingness to learn any assigned task, energy, and a cheerful outlook. Seeking position as office assistant where these qualifications will be assets.

education	Will graduate in the top third from Wilson High School in June 1979. Best grades and most enjoyed courses: English, Spanish, and algebra. A's in all courses during last semester. Learned to type 55 wpm accurately, and an now working at home to increase speed through daily practice.
summer and part-time employment	In 1978, was waitress at Howard Fondson Restaurant. Previous summer worked as mother's helper. For past two years have worked after school at Flower Clean Drycleaners. All employers were complimentary about quality of my work and my general helpfulness.
related experience	Member of editorial staff of Wilson High yearbook and newspaper. Member of Spanish Club. Had major student responsibiltiy for health careers section of school Career Fair program, speakers, and company booths. Faculty coordinator said I did an outstanding job.
other accomplishments and assets	As Senior Girl Scout, have served as assistant to leader of younger troop for past three years...Most enjoy myself when very busy...Teachers say I am a fast learner...Have always made friends easily...Missed only three days of school during past four years...Hope to continue my education through evening hours as work permits.
personal data	Excellent health. Well groomed. Enjoy reading, jewelry-making, tennis, and music.

* * *

Exhibit US 15.1c

5 James Court
Minneapolis, MN 55456
October 15, 1979

Mr. William C. Armore
Personnel Director
Worthwhile Directory Service, Inc.
1716 June Street
Minneapolis, MN 55478

Dear Mr. Armore:

My resume is enclosed in response to your advertisement for office workers in today's Minneapolis Gazette.

You will note that I have the clerical experience you request. My references will vouch for the fact that I pay careful attention to getting my work done correctly and on time. My attendance record is also excellent.

I look forward to talking with you, and will call you on October 17, to see when it would be convenient.

Yours truly,

Robert M. Fletcher

Enclosure

(continued)

Exhibits

Exhibit US 15.1d (Cont.) ROBERT M. FLETCHER
789-3990
(after 2 p.m.)

5 James Court
Minneapolis, MN 55456

Available for part-time work immediately; can work full-time during summers.

OBJECTIVE

Part-time office clerk where careful attention to detail, good typing skills, cheerfulness, and reliability are desired.

EDUCATION

Am senior at Tellemont High School, studying English, business machines, bookkeeping, business law, algebra and French. Completed the following business education courses with grades of A's and B's: Typewriting, beginning and intermediate, and introduction to business.

EXPERIENCE

Part-time and summer editorial assistant and shipping clerk for Blue Ribbon Newspaper Service, Minneapolis. Copyreading and maintenance of customer files were main duties. Also responsible for bi-weekly shipment of editorial material to 1,500 newspapers. Company moved to Chicago. Asked me to relocate, but that was not possible because I want to continue my education. October 1978 - August 1979.

As volunteer for Humane Society, gained experience operating OCR (Optical Character Recognition) machine, computer typewriter, adding machine and duplicator. Also performed general office duties after school and during summers. May 1976 - August 1979.

Served as voluntary secretary and treasurer of the Saturday Morning Bantam and Junior League at Dalmer Bowling Alley, Minneapolis. Learned calculating and maintenance of statistical information. 1979 to present.

RELATED EXPERIENCE

Now vice-president of Tellemont school chapter of Office Education Association. In 1979, was chairman of school ecology paper drive--Tellemont collected the most scrap paper of any in the school district, 16 tons.

PRIMARY AIMS AND ASSETS

Former supervisors and some teachers have described me as having unusually mature judgment...successful performance of any task brings great satisfaction...not afraid of hard work...expect to attend college locally and continue working part-time.

PERSONAL DATA

Born 1963...excellent health...enjoy swimming, bowling, films and meeting new people. Reference upon request.

(continued)

Exhibits

Exhibit US 18.2

RESEARCH TECHNIQUES
Charles Page High School
Sand Springs, Oklahoma

10th Grade

1) No research paper written, only teaching of research techniques
2) Teach library skills, use of sources, etc.
3) Plan page
4) Research topic and put information on note cards
5) Organize research information in proper place on plan page

11th Grade

1) 5 paragraph paper written using research (rough draft stage)
2) Plan page
3) Research topic and put information on note-cards
4) Organize research for paper

12th Grade

1) Library skills
2) Plan page
3) Note cards
4) Rough draft
5) Bibliography
6) Manuscript
7) Final paper

(continued)

Exhibit US 18.2 (Cont.)

RESEARCH PAPER PLAN PAGE

General Idea

Thesis Statement (includes 3 subject segments)

Topic Sentence 1
- a. example 1
- b. example 2
- c. example 3

Topic Sentence 2
- a. example 1
- b. example 2
- c. example 3

Topic Sentence 3
- a. example 1
- b. example 2
- c. example 3

Topic Sentence 4
- a. example 1
- b. example 2
- c. example 3

Topic Sentence 5
- a. example 1
- b. example 2
- c. example 3

Topic Sentence 6
- a. example 1
- b. example 2
- c. example 3

Sherry Morgan

* * *

Exhibits

Exhibit US 22.9

The Hobbit

by J.R.R. Tolkien

DISCUSSION AND ACTIVITY

1) Create illustrations for The Hobbit that could be used in a bulletin board display. The illustrations could be of characters, places, dramatic scenes, or maps of Middle East.

2) Using any of the songs in The Hobbit, prepare individual oral readings or choral readings that could be presented in class.

3) Select a scene from The Hobbit and write a dramatic script for it. Rehearse the scene and then present it to the rest of the class.

4) If you have read other fantasy-adventure stories, write an essay comparing Bilbo Baggins with other heroes of fantasy.

5) Assume that the members of the class are a movie production company. In this role, discuss The Hobbit as a possibility for a major motion picture. Define some of the problems that might arise in making a movie out of The Hobbit and propose solutions to these.

6) Riddles are an ancient form of entertainment. Reread the riddle game played by Gollum and Bilbo. Play the riddle game in class, using either riddles that you have found or developed yourself.

7) Read other fantasy adventure stories. Report on these fantasies, noting in particular how they compare to The Hobbit.

8) Answer the following questions in writing or through class discussion:

Is the seeking of wealth and treasure a positive or negative pursuit?
Is realistic fiction better than fantasy?
Why should anyone read fiction?

(continued)

Exhibits

Exhibit US 22.9 (Cont.)

The Hobbit

by J.R.R. Tolkien

COMPREHENSION STUDY

1) What is a hobbit?

2) Why do Gandalf and the twelve dwarfs want Bilbo to accompany them on their adventure?

3) Describe the two sides of Bilbo Baggins' nature.

4) What hazards do Bilbo and the dwarfs encounter on their way to the Lonely Mountain?

5) Explain the significance of the following:
   a. Orcrist, Goblin-cleaver
   b. Glamdring the Foe-hammer
   c. Sting
   d. the Chiefest and the greatest of Calamities
   e. the Arkenstone
   f. the Battle of the Five Armies

6) Identify the following characters and explain how each participates in the quest to recover the treasure of the Lonely Mountain.

7) How does Bilbo change during the course of his adventure?

8) Why does Thorin turn against Bilbo? In his reason rational?

9) How do Bilbo's feelings about the treasure under the Mountain differ from the feelings of most of the other characters in the story? Do you think Bilbo is wise or foolish? Give reasons for your opinion.

10) The reader is told that Bilbo remains very happy to the end of his days. Why is Bilbo happier in the years following his adventure than he was in the years preceding it?

11) The dwarfs and the elves and the goblins all sing songs, and the styles of each is distinctive. After examining examples of each in the story, write a modern song in the manner of either the dwarfs, or the elves, or the goblins.

(continued)

Exhibits

Exhibit 22.9 (Cont.)

The Hobbit
by J.R.R. Tolkien

Part I: VOCABULARY (20 points)

Match each underlined word with its definition listed below. Write the letter of the definition in the space provided.

_____ 1. Yesterday Bilbo had been too flustered to do anything.

_____ 2. Bilbo did his best to appear wise and prudent and professional.

_____ 3. The less inquisitive you are as you go along, the less trouble you are likely to have.

_____ 4. They could hear the giants guffawing and shouting all over the mountainside.

_____ 5. Beorn can be appalling when he is angry.

_____ 6. The dwarfs were really filled with dismay at losing him.

_____ 7. "O!, why did we not remember Beorn's advice, and Gandalf's!" Bilbo lamented.

_____ 8. Bilbo began to sing a song to infuriate the spiders.

_____ 9. These are prisoners of our king that have escaped, vagabond dwarfs that could not give any good account of themselves.

_____10. This is a bitter adventure if it must end so, and not a mountain of gold can amend it.

a. apprehension
b. soothe
c. careful
d. correct
e. screamed
f. mourned
g. coarse laughing
h. wandering
i. disheartening
j. upset
k. enrage
l. curious

Part II: TRUE OR FALSE (20 points)

In the space provided, write true if the statement is completely true or write false if any part of the statement is false.

_____ 1. Bilbo never regrets his decision to join the dwarfs in their adventure.

_____ 2. Gandalf casts a spell on the trolls that turns them to stone.

(continued)

Exhibits

Exhibit US 22.9 (Cont.)

_____ 3. Elves and dwarfs do not trust each other.

_____ 4. On more than one occasion, Gandalf tells the dwarfs that there is more to Bilbo than they might expect.

_____ 5. The goblins are enraged by the death of the Great Goblin.

_____ 6. Thorin and company remain on the path in the Mirkwood until they are pursued by giant spiders.

_____ 7. The wood-elves are cruel and evil inhabitants of the Mirkwood.

_____ 8. Eventually, the dwarfs learn to respect Bilbo and look to him for leadership.

_____ 9. Bilbo discovers the one vulnerable spot on Smaug's body.

_____10. Thorin Oakenshield dies, convinced that Bilbo betrayed him.

Part III: MULTIPLE CHOICE (20 points)

Complete each of the following sentences with the best reasons. Indicate your choice by writing the letter of the appropriate repsponse in the space provided.

_____1. Bilbo has apparently inherited an adventurous streak in his nature from (a) Old Took (b) Old Bullroarer (c) Bungo Baggins (d) the elvish side of his ancestry.

_____2. Thorin Oakenshield is the grandson of (a) Old Took (b) the last King under the Mountain (c) the rightful ruler of Laketown (d) the Lord of the Misty Mountains.

_____3. Bilbo joins Thorin and company as their (a) guide (b) leader (c) burglar (d) mascot.

_____4. Bilbo uses his elvish dagger (a) Sting (b) Orcrist (c) Blamdring (d) Arkenstone.

_____5. Bilbo fights his greatest battle (a) against the goblins (b) with Gollum (c) alone in the tunnel that leads to Smaug's lair (d) on a hill overlooking the terrible carnage of the Battle of the Five Armies.

_____6. The first time that Bilbo ventures down the tunnel to Smaug's lair, he (a) taunts the dragon (b) steals the Arkenstone (c) steals a cup (d) is too terrified to do anything.

_____7. Dwarfs have a reputation for being (a) exceptionally brave (b) cowardly (c) generous (d) calculating.

(continued)

Exhibits

Exhibit US 22.9 (Cont.)

_____ 8. Just before he dies, the wounded Thorin tells Bilbo that (a) the hobbit is the bravest creature he has ever known (b) the world would be a merrier place if more creatures valued food and cheer above hoarded gold (c) this world will become a better place in future ages (d) the treasure of Erebor is not worth all the lives that it has cost.

_____ 9. When Bilbo Baggins returns from his adventure, he (a) regrets ever going on his adventure (b) dreams of going on another adventure (c) wishes he could regain his respectability (d) is happier in his hobbit hole than he ever was before.

_____10. Most of the evil revealed in The Hobbit grows out of the lust for (a) power (b) treasure (c) land (d) glory.

Part IV: MATCHING

In the space before the name of each character, write the letter of the phrase that matches that character.

_____ 1. Thorin
_____ 2. Gollum
_____ 3. The Lord of the Eagles
_____ 4. Bard
_____ 5. Smaug

a. rescues Thorin and company when they are about to be burned in the trees

b. has stolen his treasure from the last King under the Mountain

c. is buried in the deepest part of the Lonely Mountain

d. inhabits an island in an underground lake

e. is the master of the Last Homely House

f. becomes the hero of Lake-town

Part V: ESSAY QUESTIONS

1) How does the treasure of Ereror affect each of the following characters?
   a. Thorin Oakenshield
   b. Smaug
   c. Bard
   d. Elvenking
   e. Gollum

2) Is Bilbo Baggins a Hero? Use evidence from the novel to support your opinion. Give examples.

* * *

Exhibits

Exhibit US 29.2

FALLACIES OF CAUSE AND EFFECT - This kind of faulty assumption will deny, overlook, distort, or not clearly establish the cause-and-effect relationship.

OVERSIMPLIFICATION - "I'm sure Bob will be a better basketball player than Steve; he's two inches taller." Extra height is certainly one reason why some basketball players are better than others. But you oversimplify if you assume that it is the only reason (cause).

NON SEQUITUR - You should also be sure that there is a cause-effect conection when you state that there is one. "I'm voting for Nickels for senator; he has such a good, honest face on television." This is an example of the non sequitur ("it does not follow") fallacy.

POST HOC FALLACY - Closely related to the non sequitur is the post hoc ("after this") fallacy. The assumption here is that because one event follows another in time, the two also have a cause-and-effect relationship."

FALLACIES OF EVIDENCE - As we have said, the evidence presented in support of a reason should be both pertinent and sufficient.

OVERGENERALIZATION - "Our last two presidents have been involved in graft and corruption. That just goes to show you that all politicians are dishonest." This generalization about all politicians is based on only two examples. In fact, even a large number of instances of dishonesty would be inadequate to justify the generalization. This reasoning can be shown to be false by pointing to even one honest politician.

FAULTY STATISTICS - Statistics are used in a misleading way. "The average salary in this store is $10,000 per year." Actually, five workers earn $5,000, three $6,000, one $7,000, and one $50,000. The average is, therefore, $10,000. Most people assume average to mean typical and would be deceived by the generalization.

FAULTY SAMPLING - This occurs when evidence is too selective or too random. "After polling the members of the police department for their opinions, the board of officers of the town refused to allow the sale of the magazine that the police had termed obscene." Members of the police force are not necessarily qualified to determine a matter so complex as obscenity in literature.

EMOTIVE LANGUAGE - The use of emotive language is a typical technique of advertisers, political speechmakers, and others who often think they are being honest and logical. They are not objective and completely factual.

APPEAL TO GENERAL PREJUDICE - This approach involves using loaded words or relying on negative connotations.

(continued)

Exhibits

Exhibit US 29.2 (Cont.)

INTRODUCTORY COMMENTS

1) In striking down the censorship law, the court paved new and important ground in defending the rights and dignity of the individual.

2) The court's decision was actually a vote in favor of smut and filth (same court, same case, same decision).

TRANSFER - This approach involves associating your product or idea with some generally accepted or approved idea which is not necessarily relevant.

1) The mothers of American soldiers cry out for a change in Washington.

2) Try Herb-Fresh aftershave--the one the stars use.

Transfer can also work in reverse (sometimes this is known as name calling):

3) Mayor Daley and his staff faced the difficult task of managing and controlling a mob infiltrated by Marxists, acid-heads, and other perverts.

4) The young idealists remained brave under the vicious assaults of the bloodthirsty mayor and his Fascist henchmen. This was said in reference to the same demonstrators, same police force.

BANDWAGON - This is the "everybody's-doing-it" approach.

1) Everyday more and more drivers are using STP oil treatment.

2) Don't waste your vote!! Go with the winner: Vote Smith.

ARGUMENTUM AD HOMINEM - This involves attacking a person's personality rather than ideas. "My opponent keeps talking about beautifying America--but just look at how he wears his hair!"

GOBBLEDYGOOK AND JARGON - This involves using processional or trade terms or polysyllabic words to hide bad thinking or no thinking. "Sinistrality is a partial determinant of undesirable speech problems." Translated, this means, "Left-handedness is a partial cause of stuttering." Once translated, the statement becomes suspect. Can left-handedness, of itself, cause stuttering, or is it possible that both stuttering and left-handedness share some other cause?

* * *

EVALUATION

We would like to be able to continually improve the quality of the products we develop. Can you help us by responding to the following?

1. Circle grade level(s) taught: 1 2 3 4 5 6 7 8 9 10 11 12

2. Language Arts subjects taught: ____________________
____

3. Was the content of this publication generally appropriate for your program and grade level? ___appropriate ___inappropriate

4. What, in your opinion, is the major strength of this publication?
____
____
____

5. What, in your opinion, could be added to make it a better publication? ____________________
____
____

6. What are the resources or products which would be of use to you?
____
____
____

NAME ____________________ SCHOOL ____________________

Return to: Language Arts Specialist, State Department of Education,
2500 N. Lincoln Blvd., Oklahoma City, Oklahoma 73105